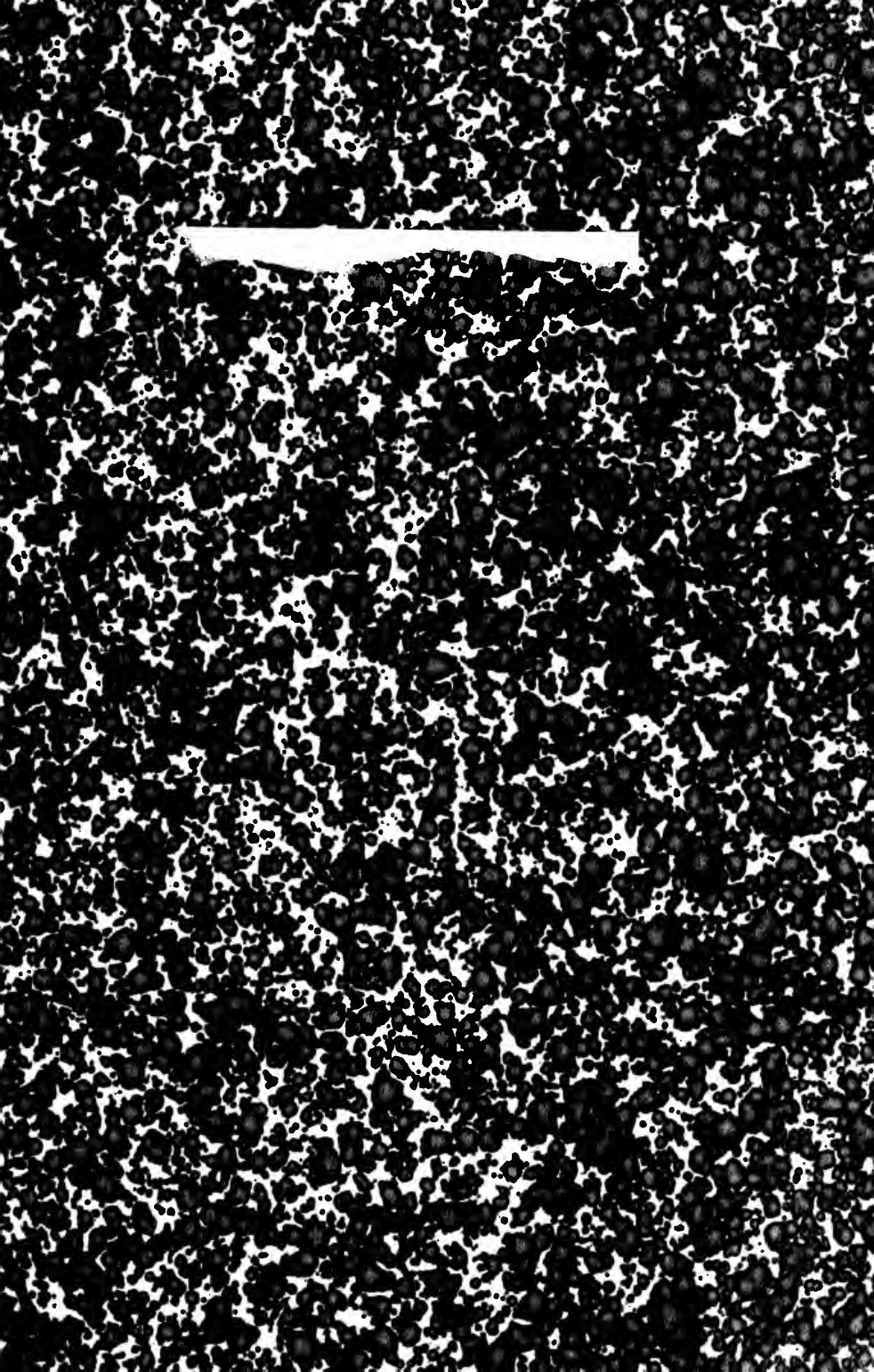


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ILLINOIS HISTORICAL SURVEY



VOLUME XVI.--1870.


THE

Illinois Teacher:

DEVOTED TO

EDUCATION, SCIENCE, AND FREE SCHOOLS.

S. H. WHITE, EDITOR.

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1870.

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ILLINOIS TEACHER.

VOLUME XVI.

JANUARY, 1870.

NUMBER 1.

ERRORS IN TEACHING.

—
BY ROBERT ALLYN.
—

“Practice is Better than Precept.” Are you sure of it? Would thousands of men and women, to say nothing of millions of children, know how to practice the right or the profitable, if they were not taught by precept? Are you certain a girl could learn to knit by any amount of practice without the precept? Let her even see her aunt or grandmother knit and then try it. Could she do it at all? Or let her attempt to learn by looking on. Would not her head and eyes get strangely confused as she gazed steadily at the flying needles, and the yarn creeping over the twitching fingers, and the growing stocking stretchling itself on the lap of that grandmother? But let the old lady explain the process once, and then let the young head and fingers try the operation. Can the girl do it? Not much. She now only wants practice, you say, to make her perfect in knitting. But she has first to hear and learn the precept or instruction as to the manner, and only after that can she go on to realize the other part of the maxim, “Practice makes perfect.” So that, in stead of saying ‘Practice is better than precept’, all we are justified in saying is, Practice must follow precept.

Am I told here that the precept or instruction as to manner of doing any thing may be learned by repeated trials of practicing, but that the practice can never be learned by any amount of instruction? The anticipated answer is conceded. Work alone can bring out skill to any reasonable degree of perfection or even satisfaction. But then how would work or labor or practice blunder blindly along and bungle every thing it undertakes, unless it were carefully instructed! Take the simplest and one of the most trying operations of savage or frontier life,

the making a fire by means of the friction of dry wood. Could one man in a thousand do it by simple practice? And yet, if friction is all that is needed — and that alone can produce the heat which makes the fire, — any one ought to kindle the fire the very first time. The same difficulty would meet you if you were required, as I often was in boyhood, to kindle the school-house fire by means of flint and steel and tinder-box. ‘Striking fire’ is easy enough. In fact, with a decent flint and steel you could not miss fire every time. But to make it ‘catch’ the tinder and then to light your wood, there lay a practical difficulty, just as in the case of the fire by simple friction. And yet, after you have been enlightened by a few sound precepts, either operation is as easy almost as is the knitting, though more *workful*.

Perhaps, however, I have not yet comprehended your meaning in the old maxim. You say men can learn by imitation if they attempt to do, but they can not learn to do by simply being told. Very true. And yet, do you not also know that imitation is a very awkward way of learning, and that it almost always propagates error, or, at least, exaggerates defects most alarmingly? Right precept, some times in the form of criticism, and some times in the form of explanations of methods, can do more toward improving work than all the imitation you could crowd into a lifetime.

Have we now arrived at a point where we can amend the old adage a trifle and put it thus: “Practice and precept are the two hands of work”? Both are equally useful and even necessary, but which is right hand and which is left hand it does not become us now to say; although it may be said that if either is thrown away the other is almost as helpless as a one-armed man attempting to trundle a wheelbarrow.

But it may be still urged that those who quote this old adage do not mean what I have assumed above. They intend only to say that a good example set before the young and the world is far better than a good theory announced; or, in another phrase, that a good practice seen in active life is better to mould the characters of the observing youth than any amount of good words or exhortations spoken. Very good. Let us examine this expanded statement for a time. Solomon says “A word fitly spoken is like apples of gold in pictures of silver.” Which is the more valuable, the gold, or the silver, if they are actual metals, and the picture alluded to is a bas-relief? But if it be a mere picture, and they are only painted metals, which is more beautiful? Does not the wise man mean to say that words of instruction are both valuable and beautiful, so much so that they are to be esteemed most highly of all things, just as gold is the most valuable of all metals?

Also, remember that the very best of examples are not unfrequently so completely misunderstood as to be totally perverted. How often is the just man like Alcibiades even hated for his coldness, and the vicious spendthrift admired and applauded for his geniality! How often does affection, as it is simply seen, appear to be sickly sentimentality, while real ill-nature, selfish and harsh, gets the praise of justice! When such is the case, pray tell me how 'example' is to teach very profitably. Is not there need of many words—good, earnest and oft-repeated ones, too—to teach what examples mean and how they are to be interpreted and how followed? Any virtue may be arrayed in such a garb that men will mistake it for a vice; and most virtues do, some how, have a repellent air, while vice is made attractive. The reason is, in part, obvious enough. There is self-denial in virtue, demanded by the constitution and arrangement of things and by the nature of the practices themselves; while the individual freedom of vice, as it at first appears, is exceedingly grateful to depraved human nature, or to the ease-loving disposition belonging to us all. Let, now, example or practice be alone placed before the young, and how are they to know? The drinker of intoxicating liquor shows a jolly good side to the young, and the temperate man a forbidding one. The bodily pains and mental and moral depressions and humiliations of the former, and the clear mind and hilarious health of the latter, are nearly all in secret and unknown. How can youth know which is the better way till they themselves have trodden one or both paths? And when they have gone in the steps of the drunkard, and learned by the practice of his evil ways, they are too cruelly crippled to walk and run in the high mountainous road of any virtue. We speak as if words were ambiguous always; but actions are often as misleading as words can be, and would often be more so, were it not that words are ready to explain: and actions themselves, too, are at hand many times to give definiteness and force to words. Let the two go together. Practice and precept is the right way to put the maxim.

But, you still insist, "Actions speak louder than words." No, they do not. If they did, where would be the need of the word hypocrisy?—a base and damaging purpose hiding under a decent garb of honor and virtue. If you could have a world of honest, straightforward people, there would be some excuse for the maxim; but as it is, forms of expression convey more untruth, and that more dangerous.

Still, I may be met by being told that I have not fairly treated the maxim yet, for it means that 'parents who are always talking to their children about their behavior and virtue, and not showing in their own conduct the proper standard, are very wrong'. Undoubtedly. And

it is equally true that those who present the best of examples and never explain by words are quite as faulty. I do not doubt that very many cases of the errors of the children of excellent parents — models of all virtue and propriety, outward and inward — are simply due to a lack of precepts given in kindness. I am bound to say that I have no sympathy whatever with the continual criticisms on the actions of their children which some good people seem so conscientiously to practice. This is as bad as a contentious woman whom the wise man compares to the continual dropping of a very rainy day. But the young and mankind in general do need 'precept upon precept, line upon line', of instruction and exhortation. The world improves by being instructed by words, and by having those words repeated over and over again, even till weariness. Here I rest and proceed to make an application, as the preachers say, of the doctrine.

1. Some teachers say there is no need of rules to govern by, and no place for rules in the text-book to teach by. Both are wrong. It is, indeed, also wrong to multiply rules in your government, and to follow blindly the text-book rules. But the teacher — and I have known some such — who takes no time to give explanations about the right or wrong, to speak before his pupils about the blessed worth of knowledge and virtue and work and duty, who — correct himself as a saint — calculates that his scholars will learn all they need from his example without his words, is very wrong. So if he discards all rules in study and teaches his pupils to solve every problem in a new manner by some method which he calls analysis, he will very certainly err as greatly as if he instructed them to study and follow the rule without explanation or demonstration. While mere routine work is very bad, unsystematic work is not good, by any means. Rules are merely the results of human experience put into words, and so are precepts; and when we use either of these, we are in fact only using the condensed practice of ages of living and working. Rules and precepts are in many respects like those imaginary lines which astronomers and geographers draw on the earth and heavens, in order to enable them to describe the exact locations of stars in the sky and of places in the world. Without these men of science and business could find every thing they need to know; but how could they remember and transmit their knowledge? And how much easier it is to fix their discoveries and to recall these for use by means of these lines. So rules and precepts, used as the guiding lines of work and practice, do direct mankind in duty, without subjecting us to vexatious dependence on the varying circumstances of every day's ignorance.

2. Others discard text-books, or at least decry them as unnecessary

and misleading. The popular current has been setting in this direction for years—particularly so since the very interesting and profitable method called Object-Teaching has been so fashionable. Many a skillful teacher, finding that the book aided lazy scholars, and perhaps cramped a few of the energetic ones, and meeting in it methods not so good for him as his own, has declared that no teacher is fit to instruct who uses a text-book at all. This is an extreme which, fortunately, but few have yet reached. The crowded state of our schools and the popular demand for rapid learning have prevented the general use of the exclusively 'Oral System'; and in fact the question is not so much What can the teacher do? as What can the scholar do? And scholars can certainly be very early prepared to take in knowledge by means of their eyes far more rapidly than the teacher can impart it to them by means of their ears. From a book a scholar can learn, when he reaches the age of good reading, more, by many times, than he can by any system of lecturing. Oral instruction is for the very young, and then again for the advanced in the universities. Before the child can read, he must be told all things which you would have him learn at that age. And again, when a professor or philosopher has made reflections and researches beyond the common walks of science, and has reached discoveries and generalizations far transcending any recorded in books, and when young men have gone over the elementary knowledges of the published texts, and there is not demand for this philosopher to commit his thoughts to print, then the Oral System comes grandly into play. It gives fresh truth and magnetizes that truth with the warm personality of the lecturer. There are then many advantages in adopting it. The young then see new glories in knowledge and are warmed into new life by the enthusiasm of the teacher. But take our common teachers, with inaccurate speech, and slovenly sentences, and often ill-arranged thoughts, and set them to practice the oral method alone, and I know few things more promising of harm to the rising generation. So I say use books. They commonly are accurate in grammar and tolerable in arrangement, and they are wholly impersonal, and never produce copyists of faults and ridiculous foibles, as do many of the good teachers who are sticklers for oral systems.

3. Those parents err greatly who fail often to give their children precepts as well as examples. The Roman Horace understood this very well, and gives us an amusing account of the manner of his father in teaching him morality. He makes this the basis of a biting satire on Roman morals. His father used to teach him by pointing out to him specimens of action and character to be avoided. Every vice was

described and an illustration presented, with the injunction "Avoid that, my son." A good woman, who had, in a village remarkable for its vice, reared five sons, during her widowhood, to honorable and respectable manliness, was asked how she had done this so that no black sheep was in the flock, and replied, "I brought them up on the book of Proverbs and Plutarch's Lives." Here was her secret: she had given them the precepts of Divine Wisdom and the examples of human characters wrought out by obeying the right.

The Bible adopts this method, and gives us precepts, commanding us to obey them; and at the same time it presents numerous examples of human characters, but never insists that we shall copy. Indeed, it declares that "The commandments of the Lord are perfect, converting the soul." But it never declares this of human conduct. It even proclaims that "No man liveth and sinneth not." It would seem, then, that we shall best imitate the Infinite Wisdom when we lay great stress on right precepts and little on mortal example, and strive, each for himself, to rise to the great ideal of perfectness as shadowed forth in the Word.

McKendree College, October 30, 1869.

THE SCHOOL RECORD.—II.

BY D. S. MORRISON, CHESTER, ILL.

IN a previous article some objections were urged to the use of the School Record, based mainly on its calling into exercise the inferior powers of the mind to the exclusion of nobler principles, and the disastrous effect of such education on the character. In this article it is intended to state a few objections to its use on the ground of its inaccuracy and injustice. In both articles, the remarks apply to the Record only when used openly in school as an *incentive to study and good conduct*.

Its inaccuracy may be easily illustrated. Two teachers, having heard the same recitations, can never make the same record for each. If such an experiment were continued for a week, the records would show numerous and important differences. And even the same teacher, having heard two recitations of the same lesson, expressed in the same words, by the same class (a period of a week intervening between the recitations), would find it impossible to make the same record for each recital. Errors in the record are therefore unavoidable, and the pupils are

seldom slow to detect them. A boy, for example, on one occasion recites his lesson, and receives a certain mark. On the next day he makes greater preparation, recites his lesson more accurately, as he believes, and gets an inferior mark. He is naturally disgusted, thinks his teacher is designedly partial, and that it is useless for him to try to obtain a good record. Or, on the second occasion the pupil may make less preparation, may be conscious of reciting in an inferior manner, and yet receive a better mark than on the previous day. Is the marking system in such cases 'an important instrumentality for securing an elevated standard of scholarship'?

Not unfrequently it happens in school that a boy, from indolence or some other cause, learns but half of the prescribed lesson. One of his classmates tries to learn the whole. At recitation the former happens to be called upon for the part of the lesson which he has learned. He recites accurately, and gets the highest mark, his partial preparation being known to his classmate. The latter in reciting makes some slight blunder, and receives an inferior mark. The result is disastrous to both pupils. The one is encouraged in idleness and deception; the other is deterred from industry and effort in his studies, and perhaps forms an unfavorable opinion of his teacher. As in large classes it is impossible to hear every scholar recite every part of every lesson, no teacher can avoid the occurrence of such incidents.

In keeping a deportment record similar difficulties are encountered. No teacher can avoid errors, and some times great errors, in making up his record. Most pupils in every school are conscious of occasionally, perhaps frequently, receiving better or worse conduct-marks than they deserve. Some pupils conduct themselves tolerably well in the school-room, and secure a corresponding grade in the record-book, whose behavior out of school is known to their schoolmates to be very reprehensible. Of this the teacher is ignorant, and, if he knew it, he might not consider it his duty to go beyond the school-premises for materials to make up his record. These pupils, consequently, receive a better grade than others whose general conduct may be superior. In every instance of this kind the effect is injurious to all the members of the school.

Again, the sly, ingenious, but mischievous boy, who can play off his pranks in school without detection, will often get a better mark than a boy whose conduct, upon the whole, has been less culpable, but who was lacking in adroitness to conceal his mischief. In this case the record seems to be a reward to those skilled in ingenious deception, and a punishment to the novice and unskillful perpetrator of crime. It re-

seembles the old Spartan custom of punishing a culprit—not for his crime, but for being found out.

Some advocates of the Record admit its inaccuracy, but claim that the errors in excess and the errors in deficiency balance each other, and that the *general average* in a term is so near the true grade that the difference is not worth mentioning. Even if this were true, the *general-average* method of adjusting moral differences and determining merit may well be classed with the *incentives of doubtful propriety*. The pupil who is conscious of receiving to-day a lower mark than he deserves will scarcely be satisfied with the prospect of having the error balanced by a blunder on the other side to-morrow. The grocer or butcher who is detected in overcharging will seldom inspire confidence in his customers by informing them that he some times charges too little, and that his blunders in the course of a year will balance each other, so that the sum-total will be all right. If such attempts at excusing errors are treated with scorn and derision by adults, can we reasonably expect children to be satisfied with them? And if we could satisfy them by this ‘*average*’ mode of reasoning, is it well to send them from school into the busy world with the impression that errors of any kind are not objectionable if they can be balanced by counter-errors? Will not such a view inculcated in school have a tendency in subsequent years to produce carelessness, or something worse, in the discharge of duties, in cases where strict accuracy and honesty are of vital importance? Explain it as we may, the inaccuracy of the record is a serious objection to it.

Another strong objection to the Record is its injustice, as it necessarily refers to the recitation alone, and can take no cognizance of the ability of the pupil, or the labor which he performs in learning his lesson. This may be illustrated by such cases as the following. One school-boy has bright perceptive faculties and a good memory. He has had the advantage of previous discipline and drill. Every circumstance seems to favor him. In the same class there is another boy whose perception is dull and memory slow. He has had little advantages from previous drill or experience in learning. In school one learns his lessons easily in less than the prescribed time; the other occupies all the time, laboring with the utmost care and diligence, but succeeds only to a limited extent. At recitation, to the former, of course, are awarded the highest honors, while the latter receives a figure far down on the scale; and thus it continues through the whole term.

Now what is the language which the Record addresses to these boys? Is it not something like this? To one,—“You are a bright, intelligent

boy—you are far superior to most of your schoolmates—you can learn so easily that little effort or perseverance on your part is required. Like the hare in the fable, you can sleep a large portion of your time, and then, unlike the hare, outstrip your competitors.” To the other,—“You are almost, if not quite, an impenetrable blockhead. There is little use in your trying to learn, for you can never accomplish much. You may as well abandon the attempt at once.” The one is flattered—incense is offered to his vanity and pride, and his habits of diligence and perseverance are weakened; the other is degraded and discouraged, and, unless he has indomitable perseverance, may be induced to give up his studies in despair. And yet he deserved a better grade than his classmate: he had employed all the talents that God had given him to the best of his ability, while his competitor had not; and he had really accomplished more than the other in proportion to his means and opportunities. His effort had been like the widow’s mite in the treasury. To both pupils the Record is unjust and pernicious.

Another and similar objection to the Record is that it stimulates the performance of the act without due regard to the motive. For example, a pupil may act from the best motives and with the best intentions, but, from forgetfulness, restlessness, or some other constitutional infirmity, he occasionally transgresses a rule, and of course fails to receive the best conduct-mark. Another pupil may have little respect for right or duty, may even cherish malice in his heart, and spend at least a portion of each day in plotting mischief; yet, by keeping, while under the observation of the teacher, the outward behavior in conformity to rule, he may secure the highest mark for good conduct. The one is naturally discouraged in his efforts to act right, while the other is encouraged in duplicity and hypocrisy. Can such a method for determining moral excellence be just?

These, it is admitted, are extreme cases; but such cases really exist, and in every school there are, perhaps, a majority of the pupils who experience in some degree the injustice of the Record, no matter how much care is exercised in keeping it. The evil, too, is incurable, for the teacher must make up his record from the recitation as given by the pupil, or from the external act in the case of deportment. Nothing less than Omniscience can judge correctly of the capacity, motives, and application of the mental powers, and determine the proper degree of merit in every case.

In combating this objection, Wickersham observes, “Merit-marks ought not to pretend to indicate any thing else than proficiency in reciting the lessons. The teacher should make this understood by his pu-

pils." It is generally understood by pupils; but how does this obviate the objection? Should it be explained to a class every day in the term that no credit can be given for good intentions, strenuous efforts to do right, or diligent and laborious study? Will this encourage the dull, hard-working boy, or do him justice? Will it diminish the self-conceit of the talented pupil, or the duplicity of the sly one? The fact is, that the marking system, as commonly employed in schools, unjustly exalts one while it degrades another; and however well it may be understood that the system in this respect admits of no improvement, such knowledge will afford little consolation to the dull, and will be found a poor remedy for the evil in question.

In this and the previous article on *The School Record*, the objections apply only to the use of the Record as a *general incentive to study and improvement in conduct* in school. There are other purposes, less objectionable, for which a record may be kept. It may be employed for the use of teachers solely, to assist in grading a school, or transferring or promoting pupils from one class to another. This use of it is, perhaps, not objectionable, although it is a question whether *examination* would not be a more efficient and satisfactory mode of accomplishing the same object.

Dr. Edwards affirms that "the chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained; and that it has no necessary reference to any other person." If a record can be used solely in this way, there is no serious objection to it. There are few schools, however, where the use of it is so restricted; and most of its advocates recommend a general and free use of the 'instrumentality', while some urge the propriety of making frequent and pointed allusions to it. Wickersham says that the "marks may be summed up at the end of a week, a month, or a year, and read to the pupils themselves, forwarded to their friends, or published to the world"! If the pupils have access to the record at all, there certainly will be some difficulty in preventing their comparing notes, and contrasting the success of one member of the class with the failure of another.

A record may also be permitted where the services of competent teachers can not be secured. If the teacher is unacquainted with his own moral nature, or that of his pupils; if he has not the knowledge and the ability to move the springs of action in the youthful mind with unerring touch; if he has not sufficient interest in his classes to study their natures, and to labor for their improvement in season and out of season; if he is a mere hireling, whose sole object is wages; if his pu-

pils are to be left without any thing but their own inclination to prompt them to the performance of duty;—in such a case, a record is better than nothing. It is better to estimate the progress of the young in their studies even by an inferior motive, and in an inferior manner, than to have no progress at all. But in all such cases the services of a competent and conscientious teacher should be obtained with the least possible delay.

The Record for Attendance has not been discussed. It can be accurately kept, and, for various reasons, which need not here be mentioned, is proper and useful. The objections, however, to scholarship and conduct records apply with equal or greater force to prize-books, tickets, and other expedients of that sort, which have so often been introduced and abandoned in the schools in every section of the country.

Although the arguments against the Record are numerous and forcible, it is not advisable to abandon it without a substitute. No teacher should discontinue its use until he has become well acquainted with the principles and practice of moral government in school. He should know what the proper motives of action are, and how to present them on all occasions. He should be able to call into exercise, to direct, and govern, in the youthful mind, the love of right, the sense of duty, and all the nobler principles, as occasion requires. He should be well assured of his ability to control his classes as effectually, and to teach them as thoroughly and rapidly, without the Record as with it. And he should be specially careful to guard against any tendency on the part of indolent pupils to relax their efforts under a change of system.

LESSONS IN ZOÖLOGY.

BY PROF. W. J. BEAL, CHICAGO, ILL.

SMALL rafts of eggs are deposited on the water of marshes or ditches during spring and summer. They form a compact mass like two hundred blackboard crayons cemented side by side, and the whole reduced to the dimensions of a medium-sized pin's head. In a short time the lower end comes off like a lid, and allows a tiny wriggler to escape into the water. They are scavengers, living upon decaying plants, and are restless, hungry little insects. Disturb the surface of the water, and they wiggle down; be quiet a moment, and they slowly come to the

surface, tail foremost. Around the clumped head are a few bristles, near the tail are others, and among the latter is a tube through which they take air on coming to the surface. They are true air-breathers, and come up to blow, after the manner of a whale.

Though they have no lungs like a whale, they possess *tracheæ* running along the sides of the body. In the course of a few weeks, after doffing her old dress in the usual manner, Miss Wiggler must be quite confused at her changed aspect, if she thinks at all of her mode of life. Her voracious appetite fails: at least, if it has n't failed, she is unable to satisfy it for the want of a suitable orifice. Now she is a hunch-back, with head curved forward and glued to her breast. Her only enjoyment must consist in swimming about the pond, or in thinking of what she has been or what she is intending to do. Two hollow horns protrude from the back of her head, through which she gets a supply of pure air to oxygenate her limpid blood. Still dissatisfied with her condition — ambitious for greater things, she floats to the surface, bursts her dress along the back, and slowly steps out, unfolds a pair of delicate wings, rests a few moments on her cast-off garment, and leaves the liquid element for the air above, and flies away to search for a mate and something to satisfy the demands of a keen appetite. It will pay well for any teacher to procure a glass jar or wide-mouthed bottle, place it by the window in the school-room, transferring to it a few of these curious little animals. He and his scholars, who will ever be found curious about such things, can observe the changes for themselves, and can also have the satisfaction of raising, for home use at least, a limited supply of mosquitoes. They will doubtless discover that mosquitoes are not all alike — that the males are supplied with feathery *antennæ* upon their heads, and are never found trying to get sanguinary food.

From eggs deposited in stagnant pools soon hatch other small insects, which are commonly known as 'water-tigers', or 'duck-bugs'. When full-sized, they become one and a fourth inches long, with six legs, a broad, flat head, and large, swelling abdomen terminating in three feeble spines. Upon the back of the thorax are four wing-pads.

The main object of this article will be defeated if the reader does not hunt out some of these curious creatures and watch their manœuvres when placed in a vessel of water. They can be easily dipped out of any frog-pond, at any time of year. They will often be seen to dart rapidly forward in measured movements, scarcely using the legs at all. They move in this manner by means of squirting jets of water from their abdomen. The water thus taken in also brings a supply of oxygen to the gill-like organs in the body. Stir up one of these insects,

bringing him near the surface, and you will likely see a wake produced by the jet from the abdomen as he darts toward the bottom. He appears at first to have no jaws, but a little care will reveal a curious jointed appendage bent up under the head, as we might cover our face with the hands, placing our elbows near each other in front. This remarkable jointed pair of forceps he can project some distance beyond his head, and seize any small game upon which he may choose to dine. His favorite food consists of the wrigglers just described, of which he destroys immense numbers during the eleven months of his aquatic life. Becoming tired of this mode of existence and aspiring to something higher, he climbs up the nearest stick or weed which extends above the water, and clings fast with his legs, rips open his coat along the seam of the back, and escapes a perfect dragon-fly. He is also known as mosquito-hawk or devil's darning-needle. For three or six weeks he is vigilant and very active, killing and eating mosquitoes, flies, and other insects. When taken in hand, the long abdomen is curled under, as though the possessor intended to sting. This, however, is all a sham: he succeeds in frightening timid people in this way; but sting he can not, for want of the proper weapon.

Caterpillars, such as silk-worms, hatch from eggs deposited on or near the food upon which they are to subsist. They grow very rapidly, eating large quantities of food, and soon spin with their jaws, from a bag of jelly a silk dress, in which they remain without food for some time. Every boy or girl knows that after a while the saliva rots one end of the tough sack, and a butterfly or moth appears, full-fledged and ready for aerial life. His food consists in the sweets of flowers, drawn up a long tube, as a boy takes cider through a straw. More than two-thirds of the silk-bags (cocoons) found on the bushes about Chicago contain a large number of small cases, some of which inclose little maggot-like bodies. How came this? has the caterpillar made a mistake and turned into fifty small maggots? Not so. When the caterpillar had acquired its growth, an ichneumon-fly, something like a common mud-wasp, deposited in or on it a number of its eggs. These hatched or preyed upon the body of the young butterfly after it had spun its silken shroud. Like bees, the ichneumon, when full-grown, lives on the sweets of flowers.

From these brief accounts we learn that they all pass through a metamorphosis. Some of them eat nothing during the middle or pupa form. Some live in water when young. One breathes air while living in water, another gets oxygen by a gill-like apparatus. Mosquitoes and caterpillars are some of our most troublesome insects; dragon-flies and ichneumon-flies are our best friends throughout their lives.

The mosquito, dragon-fly, ichneumon, and moth, although differing in form and modes of life, are all true insects, each having a head, thorax, and abdomen. The framework of their bodies consists in a cylinder of flattened rings, which are more or less movable upon each other. The number of rings varies in the abdomen. There are three in the thorax, and to the under side of each is attached a pair of legs, and above may be a pair or two of wings. Entomologists are not agreed as to the number, but they are quite uniform in the belief that the head is composed of similar rings and their appendages. On carefully dissecting there will be found a main tube passing along the back. This is supplied with a number of valves capable of opening but one way, so as to permit the blood (rarely, if ever, red in insects) to flow only from behind forward during the pulsations of the jointed heart. Next below and through the middle of the body passes the alimentary canal, parts of which are the mouth, stomach, and intestines. Still below and on the lower floor of the body is a nervous cord passing the entire length of the body. In the abdomen there seems to be an attempt to have a double ganglia or swelling for each ring. In the thorax they are generally united into one mass, and in the head there is also a still larger mass. The jaws move sideways, and are to the rings of the head what the legs are to the rings of the thorax.

The botanist and zoölogist of the present day find it one of their most profitable studies to trace and minutely compare the parts which are called *homologous*. In this way Cuvier first surprised himself and startled the world by showing that the bones and shells of extinct animals were different from those now living. Before that time they had been considered evidences of the Noachian deluge—the bones of giants, or of fallen angels. The shells were supposed by some of the most learned to have been formed of clay or stone, under the influence of the sun, moon, or stars, or some controlling spirit.

By comparison the naturalist is enabled to classify fossil trees by a minute fragment of wood under the microscope, to reconstruct the entire fish from a single scale, to place the bird in its proper genus or family by a single thigh-bone. Give the zoölogist who is skillful in comparison the tooth of an extinct rhinoceros, a few bones from the tail, back, or toes, or a piece of the skull, and lo! he places before you in word, drawing, or model, the original animal to which the fragments once belonged, together with its mode of progression, the nature of its food and the manner of procuring the same, and, with remarkable confidence, enters into many other details of its habits and peculiarities. The key to success lies, first, in patiently or accurately observing small things; second, in closely comparing them.

COMMON-SENSE TEACHING.

THERE are two sources of knowledge from which we may learn all things—experience, and intuition. The former is gained by the use of our organs in executing ideas, or in putting into practice our intuitions. It is said to be our best teacher, because knowledge gained thereby becomes our own, becomes individualized, and is therefore available on all occasions. The inference is that knowledge derived from other kinds of instruction is not available, or is capable of being used only to the extent to which it is the result of experience.

It follows, therefore, that methods of instruction are valuable in proportion as they beget experience, and every teacher who adopts a method should compare it with this standard to find its worth. If what is learned is separated from the activities of life, the teacher may know that his instruction does not become the property of his pupils, and his method is not a good one. If pupils gradually lose, through disuse, what is called common sense, however many historical facts they may be able to relate, the teacher may rest assured that he is only cramming. Most of our text-books are based on the idea of cramming, and most teachers follow the books, and children grow up learned fools. It is a prevalent belief that children should learn many things that they can not comprehend, because they will eventually grow up into an understanding of them; and hence they are taught authoritatively many abstract ideas of whose application they have not the slightest conception. They are not taught to use their senses and their judgments, and grow up without observation and without reliable data for mental action, except that which comes from others. Thus they remain dependent on others, and fail to accomplish any thing in life save by accident.

I can illustrate authoritative teaching by an example better than in any other way.

Not long since, a girl about fourteen years of age came to me for examination to enter my school. She had studied all the common branches, and at the academy whence she came she had studied Physical Geography, Physiology, Philosophy, and some other branches. I happened to ask her some questions in Geography first. The following is the result:

Question.—“What is the shape of the earth?” *Answer.*—“Round, like a ball.” *Ques.*—“Can we say round like an apple or orange?” *Ans.*—“No, sir.” *Ques.*—“Is an apple round?” *Ans.*—“Yes, sir.”

Ques. — "Is an orange round?" *Ans.* — "Yes, sir." *Ques.* — "Now, if a ball, an apple and an orange are all round, can we not say round like an apple or an orange?" *Ans.* — "No, sir." *Ques.* — "Why?" *Ans.* — "The book said 'round like a ball'." *Ques.* — "How do you know the earth is round?" *Ans.* — "I do n't know, sir; but the book said it was." *Ques.* — "How did the author know the earth is round?" *Ans.* — "I suppose he must have been a philosopher." *Ques.* — "Well," said I, "let us philosophize a little. If I should tell you that it is now dark, would you believe me?" *Ans.* — "No, sir" (laughing). *Ques.* — "Why?" *Ans.* — "Because I can see for myself that it is not dark." *Ques.* — "If I should say this floor is ice, would you believe it?" *Ans.* — "No, sir." *Ques.* — "Why?" *Ans.* — "Because I can see and feel for myself that it is wood." *Ques.* — "Does the earth look round to you?" *Ans.* — "No, sir." *Ques.* — "Why, then, do you believe the book, when it tells you that the earth is round?" *Ans.* — "I guess it is not round at all"; and her face beamed as though a celestial truth had dawned upon her soul: it was probably the first idea she ever experienced, and, though incorrect, made her extremely happy and eager to experience more. She had not been taught to use her senses in acquiring knowledge, and hence had lost her common sense.

I once went before a school of sixty pupils, all studying Geography (and they had done so for more than a year), and asked them about the poles of the earth, meridians, and parallels. After receiving various definitions as furnished by the book, I thought I would test their experience a little. Taking a ball, I wound twine around it to represent meridians: of course, the points at which the twine crossed were built up considerably. Holding it up before the school, I asked what it represented. All replied, "The earth with its meridians." Upon being asked what was the effect of the crossing of the meridians at the poles, they almost unanimously said that their crossing made a great hill or mountain there.

Such is the effect of not obtaining knowledge by experience, and leaving pupils to interpret abstractions by their limited experience. They can not interpret the unknown except by the known; and we should therefore be exceedingly careful to furnish the mind, through the senses, such ideas or experience as will enable them to obtain correct impressions. Any other course makes unpractical scholars, whose book-knowledge, being separated from their sensuous knowledge, is of little or no use to them in the affairs of life.

It is not difficult, therefore, to know how we are teaching. A few tests like the above will show our methods and reveal their true value.

By looking at ourselves and watching the reception of ideas by our own minds, we shall be able to present ideas to others in a definite, clear and attractive manner.

B.

PHILOSOPHY OF TEACHING.

BY JAMES H. BLODGETT.

WE do not enough think of the philosophy of teaching. The child is endowed at first with five very active senses, through which the facts of the outward world are to reach his mind. These he will remember more or less accurately, and so memory is trained, and these gathered facts afford a basis for reasoning. The perceptive faculties are most active in the young child; as he enters his teens the memory predominates, and his judgment rises in relative power as he approaches maturity. In his first years all nature is spread before him, and his senses are so many avenues by which her scenes may reach his mind. What has nature to present? The vast celestial creation, of which the child can comprehend little except a feeble idea of numbers, of glory, and illimitable distance; terrestrial creation, which the mature person has learned to classify in three kingdoms of Mineral—dead matter (unless, indeed, we call the wonderful changes of crystallization and other action something vital); of matter organized for regular vital functions—the Vegetable, with its wondrous richness and variety of beauty and use; and the Animal, with its sentient vitality and moving energy. The mineral, the vegetable and the animal afford the prominent topics for primary instruction. Especially do children delight in instruction properly given upon animals, whose motion adds to the interest excited by a plant, which again interests them more than the stone or clod of dirt. Mineralogy, Botany, Zoölogy,—these, rather than Arithmetic, Grammar, and Geography, should be made prominent in our primary schools. It does not follow that these names are to be taught to the pupils; but the teacher may, by adaptation of material gathered in his own observation or from the studies of standard books, present the facts regarding familiar or distant objects so as to meet the want of the child. Some books are at hand as special helps for this work; but the most successful work will be where the teacher has made himself master of the subject so as to be at the time independent of his book, and to talk familiarly but understandingly of a plant or an animal,

or its representation before them. Many will remember how Hon. A. S. Welch detailed his training of a primary class in Botany by hearing them daily under the trees, where they talked of the various leaves, appearance of bark, manner of growth, fruitage, and other characteristics of the plants within their observation, till we were prepared to believe him as he said they actually knew more about Botany at the end of a few weeks than an advanced class daily reciting from a standard textbook. What he said of Botany would be equally true of Zoölogy, and scarcely less so of the Mineral Kingdom. We are glad to see wider interest taken in these subjects; and the child will not be hindered in his acquisition of abstract studies, but will find a reality in them, when he discovers that they give him explanations of relations of these objects and of their powers and forces. A class, not long since, who had spent months on Geometry, had a sudden revelation that it had reference to realities. It would not have been so hard to make it any thing but a puzzling abstraction, devised to train the reasoning powers, had even the mathematical forms of crystals and the symmetry of the trunks of trees or the strong tubes of the grain-stalks been as familiar to their impressions as their constant experience should have made them. A judicious arrangement of subjects will save much useless labor of teacher and child, and prepare the pupil to grasp new subjects more vigorously and understandingly, as he advances in years and attainments.

SKETCH OF A LESSON ON THE USES OF THE COW.

BY MISS RUTH E. WALLACE, AURORA.

Specific Object. — To teach the *uses of the cow*.

Points. — I. The cow's flesh and milk are used for food.

II. The cow's hide is used for leather.

III. The cow's horns are used for making knife-handles and powder-flasks.

IV. The cow's fat is used for tallow.

V. The cow's hoofs are used for making glue.

VI. The cow's hair is used in mortar.

ABBREVIATIONS.—Tr. = Teacher; Ch. = Children; C.D. = Class decide; H.R. = Hands raised; I.R. = Individual recitation; S.R. = Simultaneous recitation; W. B. = Write on board.

Method.—*For Point I*, Tr. brings before class a picture of a cow. Ch. name principal parts rapidly. Tr.—“Who can point to some part of the cow that is good for something?” H.R. Ch.—“The cow’s flesh is good to eat.” C.D. Tr.—“If the cow’s flesh is good to eat, what can we say it is used for?” H.R. Ch.—“It is used for food.” Tr.—“Who can think of something more the cow has that is used for food?” H.R. Ch.—“The cow’s milk.” C.D. Tr.—“Who can tell me what we have just learned about the cow?” H.R. I.R. of Point I, by many different Ch. S.R. Tr. W.B. as Ch. spell words.

For Point II.—Tr.—“Willie, what have you on your feet?” W.—“I have boots.” Tr.—“Who can tell me of what Willie’s boots are made?” H.R. Ch.—“They are made of leather.” C.D. Tr.—“Who knows of what leather is made?” H.R. Ch.—“Leather is made of the cow’s skin.” C.D. Tr.—“What else can we call the skin?” H.R. Ch.—“The hide.” C.D. Tr.—“Who will tell me what the hide is used for?” H.R. I.R. of Point II several times. S.R. W.B., as Ch. spell words.

For Point III.—Tr.—“Mary, what do you always find by your plate at the table?” H.R. Mary.—“A knife and fork.” Tr.—“What part of the knife do you hold in your hand?” H.R. Ch.—“The handle.” C.D. Tr.—“Who can tell me of what the handles of knives are some times made?” H.R. One child.—“They are made of wood.” Another.—“They are made of horn.” C.D. Tr.—“Who can find a part of the cow that would be nice for that use?” H.R. Ch.—“Her horns.” C.D. Tr.—“Then what have we learned of this part.” I.R. of—“The cow’s horns are used for making knife-handles.” S.R. Tr.—“How many have seen other things made of the cow’s horns?” H.R. Ch.—“My father has a powder-flask made of horn.” Tr.—“How many have seen powder-flasks made of horn?” H.R. Tr.—“Then what two uses have we found for this part of the cow?” H.R. I.R. of Point III. S.R., W.B., Ch. spelling words.

For Point IV.—Tr.—“Who can tell me what his mother lights in the evening?” H.R. Ch.—“A lamp.” Tr.—“Yes. Any thing else?” Ch.—“Some times a candle.” Tr.—“How many like to carry a candle as well as a lamp?” (None.) Tr.—“Mary, why do you not like to carry a candle?” Ch.—“Because I often get tallow on my dress.” C.D. Tr.—“Where does the candle come from?” H.R. Ch.—“The candle is made of tallow.” C.D. Tr.—“Who knows where we get the tallow.” H.R. Ch.—“The cow’s fat is used for tallow.” C.D., I.R., several times. S.R., W.B., Ch. spell.

For Point V.—Tr.—“Jennie, if you should break an arm off your doll, what would your mother do for you?” Ch.—“She would stick

it on again." Tr. — "Who can tell me with what she would stick it on?" H.R. Ch. — "With glue." C.D. Tr. — "How many have ever wondered from what glue is made?" (Many.) Tr. — "Can any one tell me?" (None.) "If not, I will show you." (Tr. Points to cow's hoofs.) "Now, who can tell me?" H.R. Ch. — "The cow's hoofs are used for making glue." I.R. several times. S.R., W.B., Ch. spell words.

For Point VI.—Tr. — "Who can point to some part that has not been spoken of?" Ch. point to *hair*. Tr. — "What is that good for?" (None know.) Tr. — "How many have noticed men building a brick house?" (All.) Tr. — "Who can tell me what was used to fasten the bricks together?" H.R. Ch. — "Mortar." C.D. Tr. — "Well, some part of the cow is used in mortar: who can tell me what it is?" H.R. I.R. of Point VI several times. S.R., W.B., as Ch. spell words.

Summary.—Tr. removes the picture. S.R. of all the points on blackboard. Tr. erases. Tr. — "What have we talked about to-day?" H.R. Ch. — "We have told what the cow is used for. C.D. Tr. — "Then *what* of the cow have we talked about?" H.R. Ch. — "The *uses* of the cow." S.R. Tr. — "Who can remember the use of one part of the cow?" Ch. gives one point. Tr. — "Mary may give the use she thinks is nicest." Point I. S.R. Tr. — "Johnnie may tell us about the hoofs." I.R. of Point V. S.R. Tr. — "Who can tell of the part used in house-building?" H.R. I.R. of Point VI. S.R. Tr. — "Who can tell me of this part?" (pointing to the hide). H.R., I.R., Point II. S.R. "Mary may tell us of the part she will think of when she uses her knife to-night." I.R. of Point III. S.R.

Tr. allow some Ch. to give all the points he can remember; S.R. of same. Tr. — "How many uses have we learned?" H.R. Ch. — "Six uses." Tr. — "How came the cow to have so many uses?" H.R. Ch. — "God made her so." C.D. Tr. — "How does he wish us to treat creatures he has made for us?" H.R. Ch. — "He wishes us to treat them kindly." Tr. — "Let all of these Ch. remember this, and treat them so."

If there be time, let Tr. relate a pleasant story.

DRYDEN, in his sixty-eighth year, commenced the translation of the *Iliad*, his most pleasing production.

TWO WAYS OF DOING SCHOOL WORK.

BY E. L. WELLS.

I AM sure that some of these jottings are not of schools and school-workers of Illinois, and I'll tell you why I am sure of it.

Years ago, it is said, there lived in London a miserable drunkard, once a respectable man, by the name of Brown. One night, John B. Gough was advertised to lecture there, and the friends of Brown, thinking the celebrated lecturer might reform him, described him to Mr. Gough, and persuaded him to attend the lecture. The eloquent speaker, near the close of his lecture, took occasion to portray a drunkard and a drunkard's life as no one else can portray it, and so that every one that knew Brown was looking at him, and wondering how he felt about it. Brown was all attention, with eyes and mouth wide open, drinking in all the words of Mr. Gough. At the close of the lecture, the acquaintances of Brown gathered around him and asked him how he liked it. "First rate," said he; "but did n't he hit off old Deacon Jones, though?"

And this is the reason that I think all of these jottings are not of schools and school-workers of Illinois.

Missit, Loseit, and Rueit, are the three directors of a certain school-district, known within and around as the Missit district, from the fact that the Missit family is a large one, and has lived near and around the school-house for many years. The school-house is generally known as the Missit school-house.

Seekit, Getit, and Keepit, are the three directors of a certain other school-district, the school-house of which is generally known as the Excelsior — from the fact that this word is painted in large letters over its outer door.

It is now several weeks since school commenced in the Excelsior district, yet the Missit district has no teacher; not one has made an application for the school, and the directors think it strange, — for a few years ago there were a dozen applications every fall for the winter school. The County Superintendent must be the cause of this, and he it must be who makes the wages so high. The County Superintendent, say they, is a humbug. We pay him a high salary to take money out of our pockets.

But, one day, a young man raps at the door of Director Missit. He is an applicant for their school. The first and only question Director

M. asks the young man, who lives in a neighboring district, is—"What do you ask a month, and board 'round?"—telling him, at the same time, that their school is a small and backward one, that the district is small and in debt, that the times are hard, that there are only six hours a day of work and five days in a week, that he will get his board Saturdays and Sundays in the bargain, etc., etc.

As the young man has never taught, and has never before made an application for a school, he by this time has changed his price of \$40 per month and board himself to \$25 per month and board around, and thus expresses himself. But this is too much for the director, who, after giving other reasons for securing a cheap teacher, tells the young man that he thinks \$20 per month enough, yet he will split the difference with him and he can have the school at \$22.50 per month and board 'round; and that perhaps he had better see the other directors about it—although it would n't make much difference, but might be more satisfactory. The young man does this, and receives from each the same in substance, that it is pretty high wages for hard times, but, if Director Missit thinks best, he is willing. The young man returns to tell Director M. that he will begin his work on the following Monday, and that he will get his certificate as soon as he can conveniently. But the Missit district once lost some public money by a teacher not having a certificate, and this proposition is not accepted: the teacher must first obtain a certificate; and to help in this matter, Director M. writes this note to the County Superintendent:

Mr. Superintendent Esq

*I Recomend Mr Would-be As a moral Carector And a good Teacher for a Comin School when he has had practice and I wish you would faver him in getting a certificate for Teaching

Diluvian Missit } Director
of Dest 1

How happens it that the school in Excelsior district has been in session several weeks? I will tell you. Last winter, Seekit, Getit, and Keepit, not being too busy with going to town and other matters, spent several days in visiting schools. They had a good teacher, one who had taught their school one winter and two summers before, but who could not remain another term. Knowing this, they visited schools with eyes and ears open, and agreed that young Miss Goodsense was the best teacher whose school they had visited. They engaged her to teach for them, summer and winter, as long as mutually agreeable. They agreed to pay her fair wages, and promised her a good boarding-

*A true copy.

place at a reasonable price. The inducements of a permanent situation, and a school for nine or ten months in each year, with others that will be mentioned hereafter, prevailed upon Miss Goodsense to teach in the Excelsior district.

[To be continued.]

THE END IN VIEW.

BY E. O. HAVEN.

It is essential to the greatest efficiency in any work to have a definite object in view. Random shots are usually lost. A literary production written on the principle

“Perhaps it may turn out a song,
Perhaps a sermon”,

seldom accomplishes much in either direction. Even in a battle, the result of which is about as uncertain as of any thing human, there should always be an ultimate purpose, connecting it with a campaign. Brutes work by instinct: Nature, or God, provides for the result. Man works by reason, and in proportion to his foresight is the dignity of his action.

Now teachers err more, perhaps, from the want of a definite purpose than from any other cause. What do you propose to do? To teach the school for the time appointed so as to avoid condemnation by the committee, unpopularity in the community, and perhaps to receive a reelection to the office, or promotion to a higher position? You may attain your object; but if any thing higher, it will be by accident.

More than any thing else, teachers should understand the capability of pupils, and the development—physical, mental, and moral—which it is desirable they should attain in a given time. They should study the character of the school at present, and form an idea of what it should be in a month, and work to accomplish that ideal. This implies a study of the character of each class, and of each individual, according to the number of scholars and the ability of the teacher to master such details. This would require several hours' severe study and meditation upon this subject every month. It implies, also, a general knowledge of human nature, in the several stages of childhood and youth. It implies a knowledge of the varieties of temperament, of health, of physical, mental and moral influences. It implies a definite ideal of what a child

or youth of any age should be. Masons deal with bricks and stones and mortar; carpenters, with wood; painters, with canvas and pigments; teachers, with living souls in living bodies. No art, in spite of all written and uttered on the subject, is so imperfectly understood as that of teaching. Who will describe to us just what a child of fourteen ought to know, just how much and how he should have been taught, to have the best prospect and best preparation for the highest adult perfection? We should receive a thousand different pictures from as many theorists on the subject. Would not many of them be grossly wrong? Where shall we look for a careful and commendable discussion of this theme?

Many overvalue the acquisitive powers of childhood. They expect too much of it. They imagine that some faculties are stronger in childhood than ever afterward. They seem to suppose that a certain amount of work must be done then or never. They believe that death begins with life, and some abilities die as the human being grows in years. Is that so? If so, why have not mental philosophers investigated this subject and arrived at the facts and the law? Perhaps this theory is altogether an error.

Others imagine that childhood is specially valuable, not for the material of information, of any kind, that it may acquire, but simply for the habits of action and life that may then be secured.

A child may forget nearly all that he has learned, and yet be immeasurably profited by a correct education, because subjectively, in feeling, thought, and life, he may have been formed on the model which will grow into a perfect manhood.

Which theory is right? Who does not see that an intelligent teacher, who seeks the highest good of his pupils, will be greatly influenced by his theory on this subject.

We hear the crudest notions and dogmas expressed on these themes, showing the great want of studying pedagogy, as a science and art, thoroughly and exhaustively, so as to arrive, if possible, at the establishment of certain undisputed principles, and so that varieties of theories might be tested and settled by their results. Experimenting with human souls is dangerous business indeed; but, if it must be done, it had better be done intelligently; and we may be comforted by the thought that, as many bodies will be healthy and strong, and attain longevity, under the most unfavorable physical circumstances, so from the crudest and worst of schools some pupils will emerge seemingly unharmed. We propose, then, for careful consideration, during the month to come, the following questions: How much and what should

a model American boy or girl, of fourteen years of age, know? What should such a boy or girl be able to do?

We will endeavor to give a brief answer to the questions in the next number of the Illinois Teacher, and shall be curious to know how far its readers may agree with us in opinion.

Northwestern University, Evanston, Dec. 1869.

OFFICIAL DEPARTMENT.

AN ACT TO AMEND THE SCHOOL-LAW.

[Approved March 30, 1869.]

(Continued from December Number.)

The third section of the act under consideration reads as follows:

§ 3. When the German, French, or other modern language, is taught in a public school, it shall be lawful for the teacher thereof to employ or use said German or other modern language, as the medium of communication in teaching the same, to the end that the colloquial forms of such language, and facility in the use thereof, may the more quickly and thoroughly be acquired by the pupils.

The intent of this section is sufficiently obvious from its language. Its object is to remove from the teaching of modern languages in the public schools the obligation imposed by the general law to make the English language the common medium of communication in all of the instruction given in the schools of the state.

In virtue of this amendment, if a class in German or French is formed in a public school, the teacher may, if he choose, use said language, instead of the English, in conducting the recitation—that is, he may speak to the class in German, question them in German, make his explanations of the lesson in German, and require them to answer in German, etc., for the reasons mentioned in the section itself,—“to the end that the colloquial forms of the language, and facility in the use thereof, may the more quickly and thoroughly be acquired by the pupils.”

The use of such foreign language by the teacher must, of course, be limited to the time actually employed in hearing the recitation in such language: in conducting all other recitations he must use the English language, as usual.

I may remark that I did not myself consider this section as necessary, believing that the authority it confers already existed, being properly *incident* to the teaching of any modern languages, and permission to

teach such languages being expressly granted by the fiftieth section of the general act; and this opinion was expressed to the Committees on Education while the bill was under discussion in the legislature. But they, very properly, thought that it could at least do no harm, and that, as it was desired by some of our German friends, it would be better to let it stand.

This brings us to the fourth section of the act under review, which reads as follows:

§ 4. When a teachers' institute is held in a county, school-directors shall allow their teachers to attend such institute, if they desire to attend, and no reduction of pay or loss of time shall be incurred by the teachers so attending, for the number of days during which they were in actual attendance upon such institute, as certified by the county superintendent of schools: *provided*, that when such institute is held during a term of school, such leave of absence shall not be granted more than once during any one period of six months, nor for more than one week at any one time.

This is a very important amendment. Its object is plain—to promote and encourage a more general attendance of institutes on the part of teachers. This it does, very effectually, by requiring directors to permit their teachers to attend, and forbidding them to reduce the pay of teachers for the time of such attendance.

The provisions of this section apply to the case of any regularly-organized institute, conveniently accessible, whether in the county where a particular teacher is teaching or in an adjoining or adjacent county. Teachers of schools situated on the extreme borders of large counties, remote from the county-seats or other places where institutes are usually held, may find it more convenient to attend the institute of a neighboring county; and it is held that they may do so, and that the certificate of attendance given by the superintendent of the county in which such institute is held must, in such cases, be accepted by the directors, the same as if the institute had been held in their own county.

“No reduction of pay or loss of time shall be incurred.” That is, teachers who attend institutes shall neither suffer any loss of salary on that account nor be obliged to make up the time, but the time so spent shall be counted on their terms of school, and be considered, so far as compensation is concerned, precisely the same as if spent in the school-room.

Directors should insist upon teachers' presenting their certificates of attendance, and may lawfully refuse to allow the time, or may deduct from the salary, of such teachers as fail or refuse to procure the required certificates of attendance. The object of the provision in regard to certificates is to insure against the *abuse* of the privilege conferred, and to

prevent the otherwise possible injustice of compelling a district to pay a teacher for time converted to his own private use, or otherwise misapplied.

This section is based upon the *just* assumption that the inhabitants of a school-district get *value received*, a full equivalent, for the few days spent by their teacher in a well-conducted institute—in the form of *better teaching*. The theory is that the loss of a week from the school-room, once or twice a year, is more than compensated, to parents and tax-payers, by the increase of professional knowledge and skill gained by the teacher at the institute, and that it is *therefore right* and *just* to pay him for the time so spent, the same as if he had remained teaching, since he is serving the district with equal faithfulness, though in another form. This is the theory—a sound and reasonable one, as I believe.

But the justice of the whole thing turns upon the actual use which the teacher makes of the time thus allowed him; upon the fidelity with which he performs his part of the agreement. The law grants him leave of absence for a certain specific purpose, namely, to better fit himself for his duties by faithful attendance upon the exercises of the institute; not for mere recreation, or amusement, or self-indulgence of any kind. The week allowed is for *work*, steady, earnest, persevering work in the institute; not for a holiday. Hence, the legislature has properly provided that the allowance of the time, and the remission of the forfeiture of pay, shall be conditioned on a faithful compliance with the conditions imposed, of which the certificate of attendance is made the evidence.

The certificate is to be furnished by the county superintendent; and as the number required will often be very large, and as the facts should be set forth in ample form, which would necessitate a great deal of writing and consume much time, I would recommend to superintendents to prepare a neat and appropriate form of certificate, in blank, and to have a sufficient number of copies printed for use in their respective counties. At the close of the institute, these blank forms can be easily and quickly filled up with the names of those entitled to receive them, and with the facts of attendance in each case. The name of the County Superintendent should not be printed, but signed in autograph, in all cases, to prevent misuse or fraud. The expense of printing the certificates will be trifling, and may properly be paid from the county school-fund. A good plan is to have the certificates bound, in long, narrow book-form, similar to the books of bank checks furnished by bankers to their customers, with stub attached, on which the material facts of each certificate may be duplicated; the stubs to be retained by the superin-

tendent for future reference. Some superintendents already have books of this description, and are much pleased with their use.

Certificates of attendance are to be furnished and signed by the County Superintendent, because he is the proper official head of all institute and other common-school movements and organizations in his county, and is expected and required, by the twentieth section of the general law, to take an active part in the organization and management of teachers' institutes especially. In many counties holding institutes he is made, *ex officio*, or by by-law or otherwise, the presiding officer of the institute, or of the county teachers' association under the auspices of which institutes are held. But, whether the presiding officer or not, the County Superintendent should always be present at every institute held in his county, doing all in his power to promote its usefulness and success, noting the names of all present, and keeping himself familiar with all that is done. No County Superintendent can fail to do this without a manifest breach of official duty.

But since the County Superintendent may be providentially prevented from attending, or, from indifference or other unworthy reasons, may even neglect or refuse to attend, and stand aloof from the institute, —since these things may be, it is quite possible for instances to occur where institutes may be held and largely attended, and yet, through the absence of the Superintendent, or his refusal to act, his certificate can not be obtained by the teachers' present. In such cases it is held that the County Superintendent, if *unable* to attend, may authorize and appoint a suitable and competent person to make out the certificates of attendance, and sign them in his name and stead. But if the Superintendent, being unable to attend, neglects or declines to appoint an agent or deputy as aforesaid; or if he *refuse* to attend, or to take any part in or have any thing to do with the institute, then the attestation of the President or Secretary of the institute will be sufficient, and directors will accept the same as legal evidence of attendance. The only object of the certificate is to satisfy the directors that the teachers are duly entitled to the time, and the worthy purpose of the law can not be defeated by the contingency of the absence or the indifference of the County Superintendent.

The number of days mentioned in the certificate may properly include the time necessarily consumed in going to and returning from the institute. If a teacher is in regular attendance five days, for instance, and it takes him half a day to go and half a day to return, he is entitled to a certificate of six days' attendance. Of course, no allowance for travel should be made unless the distance is so great as to render such

allowance reasonable and proper. If the Superintendent prefer, he can specify, separately, in the certificate, the number of days in actual attendance, and the time necessarily consumed in travel.

The provisions of this section only apply, of course, to institutes attended by teachers during their term of school. In vacation their time is their own, and they may employ it as they see fit. The privilege of attendance without loss of time or pay is limited to not more than one week in any given period of six months, to prevent the abuse of which all good things are in danger at the hands of indiscreet persons. As a general rule, one week is long enough for an institute—as long as the interest can be fully sustained and the classes kept down to earnest work; as soon as these conditions cease to exist, the institute should be closed. And two weeks, in one school-year, is as long as the public schools ought to be dismissed on behalf of institutes. It may happen that an institute begins on the very day fixed by the directors of a given district for opening their school. In such a case the institute should obviously be regarded as occurring during term-time; and if the teachers of that school attend, they will be entitled to the time, the same as if they had actually commenced school before the institute began. This is evident from the fact that the case might be brought within the strict letter of the law by simply opening the school on the appointed day, and then adjourning till after the close of the institute.

LIST OF COUNTY SUPERINTENDENTS.

For the information of all concerned, I give the subjoined List of County Superintendents of Schools, with post-office address, which is complete and correct, to this date, so far as appears from the records and information received at this office. If there are any errors in the list, I shall be obliged to any who will furnish the means of correcting them.

It will be seen that of the whole number (102), sixty-eight are new men, while thirty-four of the former incumbents were reelected.

COUNTY.	NAME.	POST-OFFICE.	COUNTY.	NAME.	POST-OFFICE.
Adams,	John H. Black,	Quincy.	Cumberland,	William E. Lake,	Majority Point.
Alexander,	Louis P. Butler,	Cairo.	DeKalb,	Horace P. Hall,	Sycamore.
Bond,	Rev. Thos. W. Hynes,	Old Ripley.	DeWitt,	Francis M. Vanlue,	Wapella.
Boone,	Wm. H. Durham,	Belvidere.	Douglas,	Samuel T. Callaway,	Tuscola.
Brown,	Hon. J. P. Richmond,	Mt. Sterling.	DuPage,	Chas. W. Richmond,	Naperville.
Bureau,	Rev. Albert Ethridge,	Princeton.	Edgar,	Andrew J. Mapes,	Paris.
Calhoun,	Solomon Lammy,	Hardin.	Edwards,	Levinus Harris,	Albion.
Carroll,	James Millard,	Mt. Carroll.	Ealingham,	Sylvester F. Giltmore,	Ealingham.
Cass,	Harvey Tate,	Virginia.	Fayette,	David H. Mayo,	Ramsey.
Champaign,	Thomas R. Leal,	Urbana.	Ford,	James Brown,	Taxton.
Christian,	Wm. F. Gorrell,	Pana.	Franklin,	Robert R. Link,	Benton.
Clark,	Wm. T. Adams,	Marshall.	Fulton,	Horatio J. Benton,	Lewistown.
Clay,	Charles H. Murray,	Clay City.	Gallatin,	Nath'l P. Holderby,	New Market.
Clinton,	Solomon B. Wyle,	Trenton.	Greene,	Caleb A. Worley,	Carrollton.
Coles,	Rev. Stephen J. Bovell,	Ashmore.	Grundy,	Hiram C. Goold,	Morris.
Cook,	Albert G. Lane,	Chicago.	Hamilton,	Geo. B. Robinson,	McLeansboro.
Crawford,	Samuel A. Burner,	Robinson.	Hancock,	Rev. William Griffin,	Carthage.

COUNTY.	NAME.	POST-OFFICE.	COUNTY.	NAME.	POST-OFFICE.
Hardin,	John Jack,	Elizabethtown.	Morgan,	Samuel M. Martin,	Jacksonville.
Henderson,	R. P. Randall,	Olena.	Moultrie,	David F. Stearns,	Sullivan.
Henry,	Henry S. Comstock,	Cambridge.	Ogle,	Edward L. Wells,	Creston.
Iroquois,	L. T. Hewins,	Oakalla.	Peoria,	Nicholas B. Worthington,	Peoria.
Jackson,	John Ford,	Murphysboro.	Perry,	B. G. Roots,	Tamara.
Jasper,	P. S. McLaughlin,	Newton.	Piatt,	Caleb A. Tatman,	Monticello.
Jefferson,	George W. Johnson,	Mt. Vernon.	Pike,	John N. Dewell,	Pittsfield.
Jersey,	Charles H. Knapp,	Jerseyville.	Pope,	Theodore Steyer,	Golconda.
Jo Daviess,	George W. Pepon,	Warren.	Pulaski,	James H. Brown,	Mound City.
Johnson,	Richard M. Fisher,	Vienna.	Putnam,	James S. McClung,	Hennepin.
Kane,	George B. Charles,	Aurora.	Randolph,	Robert P. Thompson,	Evansville.
Kankakee,	Rev. F. W. Beecher,	Kankakee.	Richland,	John C. Scott,	Olney.
Kendall,	John H. Marshall,	Yorkville.	Rock Island,	M. M. Sturgeon,	Rock Island.
Knox,	Frederick Christianer,	Abingdon.	Saline,	Frederic F. Johnson,	Harrisburg.
Lake,	Byron L. Carr,	Waukegan.	Sangamon,	Warren Burgett,	Springfield.
LaSalle,	George S. Wedgewood,	LaSalle.	Schuyler,	Jonathan B. Neill,	Rushville.
Lawrence,	Ozias V. Smith,	Lawrenceville.	Scott,	James Callans,	Winchester.
Lee,	James H. Preston,	Amboy.	Shelby,	Anthony T. Hall,	Shelbyville.
Livingston,	H. H. Hill,	Pontiac.	Stark,	Bartlett G. Hall,	Toulon.
Logan,	Levi T. Regan,	Atlanta.	St. Clair,	James P. Slade,	Belleville.
Macon,	Oscar F. McKim,	Decatur.	Stephenson,	Isaac F. Kleckner,	Davis.
Macoupin,	Fletcher H. Chapman,	Carlinville.	Tazewell,	Stephen K. Hatfield,	Tremont.
Madison,	John Weaver,	Edwardsville.	Union,	Philip H. Kroh,	Jonesboro.
Marion,	James McIlaney,	Salem.	Vermilion,	John W. Parker,	Danville.
Marshall,	John Peck,	Henry.	Wabash,	James Leeds,	Friendsville.
Mason,	Henry H. Moore,	Bath.	Warren,	James B. Donnell,	Monmouth.
Massac,	William H. Scott,	Metropolis.	Washington,	Alden C. Hillman,	Nashville.
McDonough,	Lloyd H. Copeland,	Bushnell.	Wayne,	William A. Vernon,	Johnsonville.
McHenry,	G. S. Southworth,	Woodstock.	White,	James I. McClintock,	Carmi.
McLean,	John Hull,	Bloomington.	Whiteside,	Michael W. Smith,	Morrison.
Menard,	William H. Berry,	Petersburg.	Will,	Salmon O. Simonds,	Joliet.
Mercer,	Frederic W. Livingston,	Aledo.	Williamson,	Augustus N. Lodge,	Marion.
Monroe,	Joseph W. Rickert,	Waterloo.	Winnebago,	Archibald Andrew,	Rockford.
Montgomery,	Rev. Hiram L. Gregory,	Irving.	Woodford,	Joseph M. Clark,	Metamora.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

THE NEW YEAR.—The Teacher comes to you, kind reader, with the congratulations of the season. May this be to you a happy year: happy in its beginning, happy in its duration, and happy in its ending. To those engaged in the educational work no year has brought greater responsibilities or more momentous questions than does this. Teaching has never been so fully recognized as a profession as at present. The people are more than ever before convinced of the fact that it is a science which can be practiced most successfully by those who have made it a study and have had a special training for it. And as greater preparation and fitness are sought for, so higher expectations are entertained. The teacher of the year 1870 must be more a teacher than the one of 1863, if our profession keeps pace with the progress of the age. But there are special questions, of the greatest moment to the educational institutions of the country, which are forcing themselves upon the people, and upon which every teacher should have an opinion. The nation has just emerged from a terrible war, while it seems on the eve of another, not less momentous, perhaps, in its consequences,—a war of creeds. In New York, with hardly a show of resistance, the public-school fund has, a part of it, been granted to private schools. In Cincinnati, the fight has commenced in earnest, with what result, the country is waiting anxiously to hear. In other places there are indications of a preparation for the contest whenever the favorable moment shall arrive. The question of school discipline is attracting more attention

and promises more difficulty in the work of the teacher than ever before. For all this labor there is a pressing need for men and women, earnest workers, who shall conscientiously and boldly strike for the right, and unwaveringly maintain it. United in a common love for our work, we will toil on with the hope that the dawning year may carry us safely to its close, with our fears dismissed and our aspirations realized.

CORPORAL PUNISHMENT.—Just now there is considerable feeling upon this subject. The management of the Soldiers'-Orphans' Home, at Normal, has been charged with almost brutal severity in the discipline of that institution; and the people of Chicago are unusually excited over the alleged unreasonable and severe discipline practiced in their schools. In the former case, under the direction of the Governor of the state, an investigation has been held, in which the fullest liberty was given to all to present testimony against the management of the Home. After several days of careful examination into the facts of the case, the persons charged with the severity were fully exonerated. It was found that the charges had been made from personal motives, with a view to cause the removal of some of the officers and to secure position.

In Chicago an investigation of similar charges has been held by a committee of the Board of Education, with like results. It is claimed, however, that the examination was not fairly conducted, and considerable feeling was manifested by aggrieved parties, who propose to resort to the courts.

Of the facts in either case it is not our present purpose to speak. We wish to refer to the injury those producing this excitement are doing to the cause of good government in school, and to the increased necessity they are creating for severe discipline. That discipline is necessary in the management of a school will be admitted by all. It is one of the conditions necessary to the accomplishment of school purposes. Being only a means, the less time it occupies, consistent with the object, the better. Now it is evident that disaffection or opposition to the regulations of a school will increase the labor of its government and thwart the purposes for which it was established.

One of the means of discipline is corporal punishment. It may be considered a common law of the school. It has the sanction of boards of education over the whole country. It has been sustained by the decisions of legal tribunals in very many instances. Among the prominent writers on the subject, living or dead, there are only two or three who consider it unnecessary under all circumstances. The fact that there are but few homes in which it is never practiced affords strong grounds for inferring its necessity in school. The farther fact that, in the few instances where it has been abolished, in different cities, the necessities of the schools have compelled its restoration may be considered positive proof of its need in the management of schools generally. If, then, as seems to be the case, it is properly included in the means of discipline, the mischief lies in its *abuse* rather than in its *use*. The proper relief here, as in other cases of salutary law, is to punish the offender. If a soldier should carelessly, or even intentionally, shoot a man, no one would be disposed to decry the use of firearms in consequence.

The misguided attempts to abolish a necessary custom, in stead of to correct its abuse, are only encouraging that disposition in society and in the schools which demands its existence. There are many children who are quick to take advantage of

the popular feeling, and it is surprising to any but teachers how soon the disposition to insubordination appears in open disobedience, and threats of defiance, backed up by the use of knives, clubs, or any weapons convenient. These people who unite in decrying a universal and long-established custom in school-management do not thoroughly consider their action or its results. It is easy to find fault with the best of rules, especially where the power is in the hands of many; but it is hard to establish a better one, or to estimate the cost of its repeal. In this respect we some times think that the press of the day do not consider the results of their action. We recognize in it the most powerful agency for influencing popular opinion, and can conceive of nothing more noble than that upbuilding of society which results largely from its efforts. Its mission should be to elevate, to strengthen every means calculated for general improvement. But where it lends its columns to the publication of magnified falsehoods, trumped up for the purpose of injuring private reputation or gratifying private spite, or uses its abilities in fostering a spirit of popular discontent with a necessary and important general custom, for the sake of creating a sensation, it falls far below the high purpose it is able to accomplish.

At another time we may say something upon the practice of corporal punishment.

PROCEEDINGS OF STATE ASSOCIATION.—We desire again to call attention to this pamphlet. In the amount of matter it contains it is equal to ordinary volumes of 350 pages, and in the character of its contents there are few educational works of more value, especially to the teachers of Illinois. Its contents are a historical sketch of educational movements in the state which preceded the organization of the Association, and of the Association itself. This sketch comprises the first twenty-one pages, and is the most complete account of its kind yet published. The Secretary's minutes of the last meeting, with list of members, comprise fourteen pages. The next 112 pages contain the addresses and papers presented at that time, including the address of the President, Dr. Gregory, on *Culture*; the paper of Superintendent Roberts, of Galesburg, on *Compulsory Attendance*; the papers of President Edwards and Dr. Munsell, President of Wesleyan University, on *Cœducation of the Sexes*, pro and con; and also the following essays: *Course of Study for High Schools*, by Prof. Pillsbury, of Normal; *Methods of Classical Study*, by Prof. Jaques, of Bloomington; *Relation of the High School to the School System of the State*, by Superintendent Shurtleff, of Blue Island; *Course of Study for Common Schools*, by I. S. Baker, of Chicago; *Increase of Efficiency in District Schools*, by Superintendent Hynes, of Bond county; *Idea of Graded School, and How to Realize it*, by W. A. Jones, of Aurora; *Description of Mammoth Cave*, by Superintendent E. L. Wells, of Ogle county; *County Normal Schools*, by Superintendent N. E. Worthington, of Peoria county; *Natural History in Common Schools*, by Dr. George Vasey, of Richview; *Think of Living*, by Miss Esther M. Sprague, of Chicago; and *The Teacher's Aim*, by Miss Mary R. Gorton, of Englewood. The last twenty pages contain brief historical sketches of ex-Presidents Hovey, Roots, Wells, Baker, Edwards, Etter, White, and Gregory, with steel-plate engravings of Hovey, Edwards, and Wells. The price of the pamphlet is \$1.00, postage paid.

EDUCATIONAL COLUMNS.—We are in frequent receipt of clippings from the edu-

cational columns of the press of the state. They are always of interest, and help us in making up our pages of local intelligence. One of the most valuable items contained in this column is the monthly report of attendance, etc., of the schools. This publication is an effective means for securing the prompt presence of pupils in school, and, where the stimulus is not so great as to divert the attention of teachers and the school from their proper work, it is to be encouraged. This department of the county papers is calculated to accomplish much for the improvement of the schools of the country which no other agency can. What is said there reaches the eyes of the people, and can be adapted to the circumstances of particular localities more than can be the case in other journals.

KINDERGARTENS.—The interest in Kindergarten schools is rapidly growing. The October number of the S. S. Teacher has a long article upon the subject, and several schools on that plan have been organized near Chicago and in the city. Parties in Chicago intend to import from Germany and translate and publish Froebel's works. Miss Peabody, of Boston, has been urged by some parties to come to Chicago to open a training-school for teachers of such schools. While we can not expect to see our public schools changed into such homelike schools for the little folks, for the present, at any rate, we may hope for much good from the discussion of the principles advocated by the Kindergarten teachers. Miss Peabody is expected to present this subject at the School Principals' meeting in Chicago in July next, and we are sure it will elicit much interest. Her *Kindergarten Guide* has many suggestive paragraphs for any teacher, or for any mother. Froebel laid great stress on the training by the mother, in which we would do well to imitate him. The homes must do most of the work: the schools and the churches can only sustain and widen good home influences.

WE copy from the Illinois Teacher an article by President Edwards reviewing some of the objections to 'The Marking System'. The answer to the first objection would be more satisfactory if it clearly showed what is the proper *use* of the record. It is admitted that the record *per se* does not appeal to low motives. It is the use made of it. In many of our schools a high mark is the conscious dominant desire of the pupil, and this absorbing motive weakens, if it does not stifle, higher and truer motives. How may the marking system be used and these consequences be avoided? We would like to hear from President Edwards on this point. 2. His answer to the second objection is quite satisfactory, if we may except a scale-record of deportment. Here the average mark of the majority of teachers is not the average truth. The adroit and hypocritical pupil is generally marked too high, while the open and frank one is rated too low. We have never dared to trust ourself to mark pupils' conduct on a scale, nor have we ever required them to do so. We have no space for reasons. 3. We query whether the importance of a daily record is not overstated. The *recitation* is the test, the true educational force, and not the record made of it. If the recitation be thorough, searching, inspiring, it will be a force daily felt; and this leads us to ask whether the time spent by many teachers in recording marks, ciphering out averages, and determining ranks, could not be more profitably spent in a better preparation for teaching and in more direct, personal contact with their pupils. The marking system is too often a time-consuming mechanism. 4. We also query whether the daily record should

be contrasted with 'quarterly' examinations. The practice of many of our best teachers is to make examination-tests much more frequent. Each branch of study is divided into several topics or divisions, and, when one of these is completed, the class is subjected to a thorough examination upon it. This intersperses the term's work with examination-tests, and makes them felt in every recitation.

Ohio Educational Monthly.

INDUCEMENTS TO SUBSCRIBE.—To any of our friends who will send the names of five subscribers, at \$1.50 each, we will present a copy of the Course of Study in the Chicago Schools, strongly bound in boards and muslin; and to any sending three subscriptions, at the same rate, a copy of the same, less expensively but well bound. By this arrangement teachers can obtain a book containing more valuable practical suggestions about the work of the school-room than can be found in any other volume. It was originally prepared by W. H. Wells, formerly Superintendent of Schools in Chicago, and contains, in practical form, the results of his best thoughts as an educator in the common schools. It has been recently revised by Hon. J. L. Pickard, the present Superintendent, who has taken great pains to advise with the principals and teachers of the schools in his care, and to embody in the present edition such improvements as are suggested by their experience in the school-room, as well as his own extended study and observation. Teachers can not add to their libraries or secure for their use in their daily work a manual which will be of greater service.

EDUCATIONAL NEWS.

ILLINOIS.

NOTES FROM CHICAGO.—A hearty God-speed from Chicago to the new Editor-in-chief of the Teacher. We bespeak for him the hearty coöperation and support of all the friends of the Teacher in the state.

Mr. A. G. Lane, for eleven years Principal of the Franklin School, has entered upon his new duties as County Superintendent of Schools in Cook county, *vice* Sup't Eberhart. Mr. Hanford, of the Kinzie, succeeds Mr. Lane at the Franklin; and Mr. Hannan from Wisconsin, is elected to the Kinzie. Mr. J. C. Pickard, of the High School, goes to Milwaukee, to take charge of the High School of that city. . . . At the meeting of the Principals' Association for December, a Teachers' Aid Society was organized. Its object—to furnish assistance to such teachers as may at any time be in needy circumstances, rendered so through sickness or other misfortune. A schedule to guide us in examinations for promotion, a copy of which I inclose, was adopted. The question of sports and games during school intermissions was discussed. Experience has shown that most games are dangerous in a large city, to both property and person, and that, on these grounds, they should be prohibited. . . . The teachers of Chicago have lately passed through another newspaper raid of abuse on the corporal-punishment question, in which the Board of Education came in for a full share of malignant invective. A vote upon the abolition of the system, at a late meeting of the Board, was lost by a tie vote of eight to eight. While most of the teachers in the city would regret its

abolition, I know there is an entire willingness, on their part, to have the experiment tried. . . . But the newspaper attacks are the least of our troubles at present. The city funds are exhausted, and we are getting no pay. This is real trouble. Efforts are being made to obtain money for one month's pay before the holidays, with a fair prospect of success. . . . A course of six scientific lectures has been arranged for the teachers during the winter term. They will be given on the second, third and fourth Saturdays of January, and the first, second and third Saturdays of February, in the forenoon. Teachers in the vicinity of Chicago are cordially invited to attend any or all of these lectures. . . . Dr. Ryder, a former member of the Board of Education, delivered a discourse on *Romanism*, from his pulpit in St. Paul's Church, last evening, in which he joined hands with Dr. Patton, of The Advance, in favor of excluding the Bible from the Public Schools. The discourse is said to have been very able.

In examination for promotion from the Tenth Grade, the general average is fixed at 85; minimum average, 70. The examination is to be in Reading, Writing, Spelling, Numbers, Music, and Oral, the latter two being combined in making the fifth average. The following table will be suggestive:

	Reading.	Writing.	Spelling.	Numbers.	Music and Oral.	Averages.	
John Smith	90	95	100	75	85	89	Promoted.
Wm. Jones	95	80	95	70	90	86	"
Richard Somers	80	75	70	85	100	82	Not promoted.

The examination in Reading is to be from cards and blackboard; Writing, from dictation, and pupil's name; Spelling, any words used in the reading-lessons; Numbers, counting, reading, and writing to 100.

Ninth Grade—Average, 85; Minimum, 70.—Reading, Writing, Spelling, Numbers, Miscellaneous, Music; Spelling, oral and written; Numbers—tables orally, and combinations from blackboard. Miscellaneous includes Oral, Pauses, and Phonic Spelling.

Eighth Grade—Average, 80; Minimum, 60.—Reading, Writing, Spelling, Tables and Combinations, Slate Arithmetic, Miscellaneous, Music; Tables orally; Combinations from blackboard. Slate Arithmetic includes reading and writing Arabic and Roman numbers, also Addition and Subtraction as per grade. Miscellaneous includes Oral, Pauses, Capitals, and Phonics.

Seventh Grade—Average, 80; Minimum, 60.—Reading, Writing, Spelling, Numbers, Slate Arithmetic, Miscellaneous, Music. Spelling 50 words—25 from Speller, 25 from Reader. Numbers includes Mental Arithmetic, Tables, and Combinations. Slate Arithmetic, same as Eighth, with Division added. Miscellaneous, same as Eighth.

Sixth Grade—Average, 80; Minimum, 60.—Same in all respects as Seventh, except written analysis of questions in Mental Arithmetic should be introduced in this grade.

Fifth Grade—Average, 75; Minimum, 50.—Reading, Writing, Spelling, Mental Arithmetic, Slate Arithmetic, Geography, Miscellaneous, Music, Oral. Spelling from Speller and Text-books—50 words. Miscellaneous—Punctuation, Capitals, Phonics, Abbreviations, and Sentence-writing.

Fourth Grade—Average, 75; Minimum, 50.—Reading, Writing, Spelling, Geography, Grammar, Practical Arithmetic, Mental Arithmetic, Miscellaneous, Music, Oral.

Third Grade—Average, 70; Minimum, 50.—Studies same as Fourth.

Second Grade—Average, 70; Minimum, 50.—Reading, Writing, Spelling, Geography, Grammar, Practical Arithmetic, Mental Arithmetic, History, Oral, Music.

s.

AURORA.—W. B. Powell, Superintendent of Schools in Peru, is to succeed W. A. Jones, Principal of High School, in Aurora.

EVANSTON.—Julien F. Kellogg, an alumnus of Brown University, and formerly of Appleton, Wisconsin, has been elected Professor of Civil Engineering in the Northwestern University.

PARIS.—The Paris Public Schools were reorganized at the beginning of the present school-year under a special law, with a board of six directors, and are now in successful operation. The Board of Instruction consists of Sup't J. Hurty, assisted by fifteen teachers. The High School numbers seventy pupils, and is thought to be among the best schools of the kind. A school for colored children forms part of the system, affording them all the facilities given to white children.

x.

PEORIA.—The Monthly Institute held its regular session on the eleventh of December. Excellent practical exercises were presented by Mr. Clark, on *Orthography*; Miss Helen Thompson, on *Mental Arithmetic*; and Miss Waldron, an oral lesson, on *The Elephant*. Many valuable hints were thrown out in the short discussion which followed each exercise. A growing interest in the work is plainly perceptible. An evidence of this is the increased list of subscribers for the Teacher: by a few pleasant words from Superintendent Dow, the number was made to embrace two-thirds of the teachers in the city.

EFFINGHAM COUNTY.—An institute of five days' duration was held, beginning December 20th. It was an occasion of pleasure and profit to the teachers in attendance. Mr. W. H. V. Raymond was present, and gave a lecture on *Practical Education*, besides rendering efficient service in the exercises generally. The Teacher was not forgotten.

IROQUOIS COUNTY INSTITUTE.—A quite full meeting of this institute was held at Gilman, November 8th—12th. From a full report published in the Gilman Journal, we judge that there was profitable attention to the practical questions of school-work. Many of the exercises were in charge of teachers in the county, whose topics were well chosen. Outside assistance was rendered by President Edwards, who gave instruction in *Reading, Practice of Teaching*, and also lectures on the *Educational Needs of Illinois*, and *Lights and Shadows of a Teacher's Life*. Dr. Gregory gave instruction in *History*, and a lecture on *Education*. O. S. Cook conducted several exercises in methods of teaching in different studies. Dr. Miller, of Chicago, had charge of instruction in *Music*. Dr. Hewins, County Superintendent-elect, was made President of the institute for the next year.

LAKE COUNTY.—The seventh regular session of the Lake County Teachers' Association was held at Waukegan, commencing October 4th, and continuing three weeks. The *experiment* of holding a lengthened session of this kind, where practical work could be done, has proved a grand success. About *one hundred* teachers were in attendance, many of whom, commencing at the opening, remained throughout the term. The first week the exercises were conducted, mainly, by the County Superintendent; the second, Prof. J. H. Blodgett, of Rockford, assumed the management of affairs, and during the week gave many very excellent suggestions. As a manager of an institute Mr. Blodgett has few equals. During the last week, Mr. Lewis, of Chicago, was with the institute one day, and the remainder of the time was occupied by the city and county teachers. Lectures were delivered by Rev. C. R. Wilkins, H. S. Pratt, and J. L. Allen, of Waukegan, and by Mr. Blodgett and Dr. E. O. Haven, all of which were attended by large and appreciative audiences.

MERCER COUNTY.—The County Institute was held during the week ending November 27th. The attendance numbered more than sixty teachers. The exercises were chiefly conducted by Mr. H. S. Senter. Class-recitations of pupils from the Aledo Public School were held by Mr. Atwater, Mrs. Porter, Mrs. Young, Miss Frazier, and Miss Marquis. The Treasurer reported that \$391.50 had been expended for institute work during the past two years, of which \$216.50 had been subscribed by the teachers and \$175.00 by the County Superintendent. J. E. Harroun was made President for the ensuing year.

WARREN COUNTY.—By the Monmouth Atlas, we have the proceedings of an interesting institute commencing November 22d. The exercises were conducted chiefly by teachers of the county. Lectures were delivered by Pres. Wallace and Prof. Gordon, of Monmouth College. N. C. Campbell is President-elect.

SOUTHERN-ILLINOIS NORMAL.—The trustees of this institution have let the contract for the building. The contracting party receives in payment the donations, in bonds, lands and money, given by the people of Carbondale to secure its location. It is expected that the building will be completed by September, 1870.

NOTICES OF BOOKS AND PERIODICALS.

(¹) **THIS** work contains a clear and concise statement of the principles of Logic. Its author we judge to be not only master of his subject, but a man who believes in *hard work* as a necessity to its mastery by others. He is a teacher of it, rather than a discursive lecturer upon it. Hence, his book is thoroughly one for class-drill. It presents the principles of the science unassociated with any extraneous matter, and arranged in such manner as experience in instruction has suggested to be the best for the purpose. The volume is small, and is one of the finest specimens of typography we have ever seen in text-books.

(¹) **THE PRINCIPLES OF LOGIC.** By A. Schuyler, M. A. Wilson, Hinkle & Co., Cincinnati. 12mo., 168 pages.

(2) LANGUAGE is, without doubt, the gift to man which is the source of more power than any other. It is also true that, as our schools are managed, this is the one gift which is less effectively improved than any other. Much instruction is given, but it is of the nature of theorizing about the subject, rather than a practice of it. As much instruction about fencing will not teach one that art so well as a few minutes' contact with an antagonist, so a discussion about words and their uses is of slight value compared with the actual use itself. "Good language can be acquired only by using good language." The author of this book is right when he says that in most of our education there is too much *impression* in proportion to *expression*. With this idea in mind, he has prepared a work which, following a slight knowledge of grammar, is intended for use as a text-book in application of its principles. It has the great merit of being so planned that the student learns, not by the usual practice of memorizing, but by that best of processes, *work, experience*. The work is systematic and progressive, and, without being able to speak of it from actual use, we think that it is admirably adapted to the purpose for which it was written.

(3) How much should be embraced in a text-book in Astronomy is a question which the circumstances of those pursuing the study must determine. For some, whose aim is to get an education of the boarding-school style, a book in the nature of a wonderful story is adapted, and the more wonderful the story the better. For the student who attempts to penetrate the mysteries of the science the most intricate treatises of mathematics are requisite. It has been the aim of the author of this book to prepare a work for the mass of students who desire an appreciative knowledge of the science, being something more than mere sciolists, yet not accomplished astronomers. The presumption is that the student has a knowledge of elementary algebra and geometry. For those having that amount of preparation this may be considered a model text-book. Its propositions are stated with unusual clearness and directness. Its illustrations are, many of them, new and original, and are wrought out by hard work in the actual labor of class-instruction. The author has availed himself of the latest discoveries and the most improved methods of the science. In this connection we note, with pleasure, the fact that there are in our own state men who not only excel as teachers, but who have the rare ability to present their subjects in form adapted for successful instruction by others. We also note the fact that this work is published as a volume of Ray's Series of Mathematics.

(4) WITHOUT attempting new theories, Cooley's Chemistry sets about its work by a simple elucidation of the main principles of the subject. Its merits are the judicious selection of the matter contained, the systematic arrangement of its subjects, and the fact that it is written in view of the latest advancements of the science. The language is unusually free from technical or purely scientific expression. In its scope, the work is well adapted for use in high schools and academies. Its chapters are—I. The Composition of Bodies; II. Chemical Attraction; III. Chemical Groups; IV. Decomposition in Presence of Air; V. Decomposition

(2) ELEMENTS OF COMPOSITION AND RHETORIC. By Simon Kerl, A.M., Author of a series of Grammars. Ivison, Phinney, Blakeman & Co., New York. 12mo., 407 pages.

(3) THE ELEMENTS OF ASTRONOMY. By Selim H. Peabody, M. A., Teacher of Natural Science in Chicago High School. Wilson, Hinkle & Co., Cincinnati. 12mo., 336 pages.

(4) A TEXT-BOOK OF CHEMISTRY. By Leroy C. Cooley, A. M., Prof. of Natural Science in the New-York State Normal School. Charles Scribner & Co., New York. 12mo., 232 pages.

in Absence of Air; VI. Decomposition in Ferments; VII. Chemical Action of Light; VIII. Conservation of Force.

(⁶) There are few of so intelligent a class of readers as the public-school teachers who have not heard of Peregrine Pickle, and read with interest his weekly letter upon men and things in the world in general. He has been culling the choicest selections from his three years' correspondence, and here we have them done up in one of the prettiest volumes of the day. They form just the reading for any leisure moment when recreation is the object sought. There is in them something adapted to every mood, and always beautifully expressed. One can not read long without being led captive by his quiet humor or subdued by his gentle pathos.

(⁶) BOTH these works present new and valuable features. The first book adopts, to a certain extent, the plan of interlinear translation, formerly so popular in text-books for classical instruction; with this difference, that while in the early lessons every word is literally rendered, in subsequent lessons words previously translated a certain number of times are omitted, the pupil being left, as he advances, more and more to his own resources. The basis of instruction is a simple but interesting German story, which is divided into sections, each intended as a lesson. To each lesson is appended a full and valuable grammatical analysis. An important feature of the work is the collection of brief sentences formed from the story and designed to be committed to memory, their use being to assist in the early formation of correct habits of speech. The grammar, being intended principally as a book of reference, gives no exercises, but presents, in addition to the usual tables of declension and conjugation, a well-arranged and valuable collection of rules for construction.

G. C. B.

(⁷) THIS book is intended for the older classes of pupils in Sabbath schools. The principal character, Barbara,—though she will by no means wholly divert the reader's attention from several other interesting characters,—reveals the strong will to accomplish a lofty purpose which is occasionally seen in female boarding-schools. In following her, the reader becomes almost as deeply interested in others of a school-band composed of both sexes, whose history after leaving school is briefly and happily sketched. The difficulties as well as encouragements of a young minister's life are pleasantly portrayed.

THE *New-York Musical Gazette* and *Hitchcock's New Monthly Magazine*, for November, are both on our table. They are quarto monthlies, containing a good variety of musical and literary miscellany, and several pages of new music. The former is published at \$1, and the latter at \$3 a year, both in New York. . . . The December *Bright Side*, by Alden & True, is as bright as a new twenty-five-cent note, just its price for a year. It is excellent for children. . . . The *Little Corporal*, published by A. L. Sewell & Co., Chicago, and the *Little Chief*, by A. C. Shortridge, Indianapolis, Ind., are both as fresh and look as young as when they first set out in the way to *be* good and to *do* good. We wish that every little boy and girl in the whole country were marshaled under the leadership of one or the other: our country would have better citizens by it. Mr. Sewell has enlarged the sphere of labor of his little hero, by issuing the first number of *The Little Corporal's School*

(⁶) LETTERS OF PEREGRINE PICKLE. By George P. Upton. Western News Company, Chicago.

(⁶) KRAUSS'S ELEMENTS OF GERMAN GRAMMAR; KRAUSS'S FIRST BOOK IN GERMAN. S. R. Urbino, Boston.

(⁷) BARBARA ST. JOHN. By P. B. Chamberlain. J. C. Garrigues & Co., Philadelphia. 16mo., 383 pages.

Festival, a 32-page, double-column quarterly, devoted to school festivals, dialogues, recitations, tableaux, charades, etc. It is calculated to supply a want which every teacher has felt at least once or twice a year. There seems to be a dearth of material from which to select a suitable variety for such occasions, especially for the smaller children in school. From the reputation of the publishers, teachers may be assured of the high character of whatever is presented in the *Festival*. We anticipate its being a real help to teachers in a perplexing part of their work. Price 50 cents a year. . . . The *Western Bookseller*, published by the Western News Company, Chicago, contains full announcements of the recent publications of different houses both east and west, with editorial notices of many of them. As a compendium of information concerning books and the literature of the day, this magazine is full of interest. Its subscription price is \$1.00 a year. . . . The *Book-Buyer*, issued by Charles Scribner & Co., New York, has, in its monthly London correspondence, a complete summary of foreign literature. For those seeking information concerning foreign books or the publications of this well-known house this is a reliable source of information. . . . The *School-Day Visitor* has just completed its thirteenth volume. It always contains an interesting and instructive variety of articles for the younger folks. Published by Daughaday and Becker, Philadelphia. . . . The December number closes the fourth volume of *Peters's Musical Monthly*. It contains 277 pages, of quarto size, filled with attractive miscellany and new and choice music. Price \$3.00 a year. . . . The *Mothers' Journal* edited by Mrs. Clarke, Chicago, is one of the most valuable of our exchanges. It is filled with excellent literature, elevating and refining in its character, and calculated to make home happier and more attractive. \$2.00 per annum.

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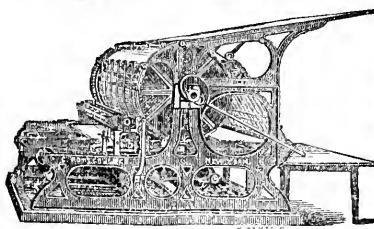
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THE GREEK ACCENTS.

BY PROF. J. R. BOISE.

IN the November number of the Teacher, Y. S. D. inquires, "How are we to read Greek verse metrically, and follow the written accent?"

As I am a Yankee, full-blooded, and the son of a Yankee, of equally pure extraction, I will answer the question by asking another: "How are we to read Latin verse metrically, and follow the prose accent?" And here I might stop and wait for a reply. But no! let us try an experiment. Let us cite a verse of Latin hexameter, which many readers of this journal have seen.

Arma virumque cano Trojæ qui primus ab oris.

The prose accent falls on the syllables

Ar.... rum.... ca.... Tro.... qui.... pri.... ab.... o....

The metrical accent falls on the following syllables:

Ar.... rum.... no.... jae.... pri.... o....

Eight prose accents in this verse, and of course only six metrical accents. The prose and the metrical accent coincide in four places; and there are four prose accents quite independent of the metrical accent.

Let us try another verse.

Italiam fato profugus Lavinaque venit.

The prose accent is as follows:

....ta.... fa.... pro.... vi.... ve....

The metrical accents falls thus:

I....amtogusvi ... ve....
XVI—6.

Five prose accents only, in stead of eight as before; and still six metrical accents. Here the two different kinds of accent agree only in two places; while in four they are distinct.

How, now, are we to read the first two verses of the *Æneid* as poetry, and follow the prose accent? Can any body point out the means of making the two coincide from the beginning to the end of the verse?

But let us try another kind of Latin verse, in the Iambic metre.

Beatus ille, qui procul negotiis,
Ut prisca gens mortalium,
Paterna rura bubus exerceat suis,
Solutus omne fenore.

In no one of these four verses do the metrical and prose accents coincide throughout.

We need not multiply illustrations. If we take any verse of Horace, or of Virgil, the result will be the same; unless, indeed, the poet has accidentally introduced a verse of prose into the midst of his poetry.

But I wish to make one experiment more. I will try the first verse of the *Iliad*.

Μῆνιν ἄειδε, θεῶν, Πηλεΐάδων Ἀχιλλῆος.

By the Latin rule for the place of the accent in prose, the following are the accented syllables:

Mē̄....ει....θε̄....ἀδ....λη̄....

But the metrical accent falls on the following syllables:

Mē̄....ει....ὰ....λη̄....δεω....λη̄....

Five prose accents; six metrical accents. The prose and metrical accents coincide in three places; and in three they are not coincident. Let it be remembered, we are now supposing Greek to be pronounced by the Latin rule.

If we should take any other verse of the *Iliad*, and try the same experiment with it, the result would be the same.

If, therefore, the impossibility of observing the Greek written accents in reading poetry is an objection to their use in reading prose, then, by parity of reasoning, the impossibility of following the Latin prose accents in reading poetry is an objection to their use in reading prose; and we are left without any rule whatever for the accentuation of either Greek or Latin.

It is apparent, therefore, that the objection, implied in the question with which we started, though it has often been set up, has in reality no support whatever, and must fall to the ground. The reading of

poetry, among both Greeks and Romans, appears to have been far more artificial than among modern occidental nations; and quite distinct from the pronunciation of prose.

Another objection to the practical use of the Greek accentuation, founded on the supposed violation of quantity, may be considered at some future time.

University of Chicago, Jan. 1870.

MORAL AND RELIGIOUS INSTRUCTION IN OUR COMMON SCHOOLS.

BY HUGH MOORE,
Superintendent of Marion County.

WE live in a period of uncommon excitement. The spirit of our people is restless and revolutionary. There is a lack of reverence for the wisdom of the past, and a disregard for the lessons of experience; and this diseased state of the public mind will never be remedied until we are brought under the influence of thorough moral and religious training in our common schools. If the guardians of the public welfare would do as good a part in the moral educational facilities of the country as they do in other educational interests, there would soon be a revolution in our schools and systems of education: if they would labor with as much zeal and earnestness in the great cause of moral culture as they do in the mental and physical culture of the masses of our country, we should soon have a different state of affairs both in public and private life. Men have labored hard, they have taxed their minds, their fortunes, and their strength, to improve the condition of the world and make it what it ought to be; but the only radical cure for the vice and woe of this world is in the education of the moral faculties of the people of our country. We, as educators, lay the foundation of human character in every department of the future well-being of our children; and if proper impressions are not made, and right seed sown, and happy influences are not diffused, our duty as members of society will be doubled, for the soil will not only then have to be cultivated, but first will have to be freed from a noxious growth, before the work can properly be attempted to be done, and by that time the spring season will be for ever lost.

The first thing to be done in order to effect this moral training is to have a love for the child; and in this I do not mean a love for the

work: a teacher may have a real love for the work of teaching, and yet not a love for his scholars. We see persons every day struggling with all their might to accomplish certain results. They have certain ideas which they wish to realize, certain theories which they wish to verify. To bring about these results is a matter of pride with them. So that the end is gained, the means to be used is a matter of comparative indifference. Their hearts are set on the result: they care nothing for the machinery by which it is brought about. Now so long as the work is of a nature which requires only the use of mechanical powers, or of mere brute force, it is all very well. The sculptor need not fall in love with the block of marble on which he is working, in order to realize from it the conception of his mind. The engine which carries us thirty miles an hour will not speed us more, or less, for being an object of our affections. But every man has a natural and proper dislike to becoming a mere machine for carrying out the schemes of others: children, especially, revolt at being treated in this way. No child, however humble or obscure, but feels indignant at being considered a mere wheel or pulley in some complicated piece of machinery. Every individual child is to himself, or herself, the centre of human interests; and if you would have influence with them, he or she must first feel that you have a regard for their proper person, independent of any plans or schemes of your own. The teacher may love to see all his scholars present punctually, to see them making a good appearance, and by their orderly behavior and manners helping forward the school generally; but something more than this is wanting. *He must love the children.* He must love each particular child, not for what it is to him, or to the class to which it belongs, or to the school, but for what it is in itself: it is to be admired and loved for those immortal qualities and capacities which belong to it as a human being.

Little real influence is ever created without sympathy. If we would work strongly and efficiently on the minds of scholars, we must really love them—not in a general way, but individually. He must have a love for John, and James, and Mary, and Jane, simply and purely because he or she is in himself, or herself, alone an object of true interest and affection. Some are naturally more fond of children than others are. But those not naturally thus inclined may cultivate the disposition. We must do so, if we mean to be teachers. No one is fitted for a teacher who has not learned to sympathize with the real wants and feelings of his scholars. Pretense with children is all wasted: shams may do with grown persons some times, but never with children. They have a perception of what is genuine and what is not. In fact, the

way to win the affections of a child is to love him, not to make professions of love. It is not always the easiest thing in the world to exercise this love. We may come in contact with children whose names and appearance and dispositions are exceedingly forbidding. Yet observation and study will discover some good quality, even in the worst and most degraded, which, if brought out, may make it more glorious than an angel. If we would love the children, we must learn to be charitable. We must cultivate the habit of seeing things in their best light. Above all, we should remember that no human soul, however degraded, is without some elements and possibilities of good, for whom there is the possibility that Christ died.

Another great hindrance to moral and religious teaching and training in our common schools is the objection urged by parents themselves: it can not be taught, they say, without teaching the creeds of the different sects; and they tell us they do not send their children to school to be taught in religion, but to learn in spelling, reading, and grammar, etc. Now there are certain great moral and religious principles on which all Christian churches agree, as, for instance, the Golden Rule and the Ten Commandments; and there can certainly be no sectarianism in teaching the children to be kind, honest, and good, and not to lie, nor cheat, nor steal. Our worthy State Superintendent has well said that "it is as much our duty to teach principles of morality in our schools as it is to teach principles of science: it is as essential to the state that the child should not be a thief, or a scoundrel, as that he should be an adept in reading and arithmetic." There are hundreds and thousands of children in our country who get no instruction at home of any kind: they have neither a father's counsel nor a mother's kind advice; and of course we can not compel ignorant, wicked and careless parents to teach their children, either in science or in morals; and yet these children are with us, and they will get their education some where and some how; if not in the school-rooms, they will in the streets, and you will find them in the day school, but seldom in the Sunday school or the church, or where any good influence can reach them.

And now my opinion is that our system of education, with all its thoroughness, with all its appliances for the convenience, happiness and comfort of the children, with its friends, its improved school-houses, its able teachers, grammars, maps, and blackboards, will fall short of making good and useful citizens, if we are defective at this point. "We must pay for the training-up of our children to habits of virtue, or we must pay for prisons and chains: we must teach the children to love reading and study in stead of gambling and drinking, the good and

true in stead of the vicious and wicked, or we can have no enduring prosperity, no lasting happiness." The generation which will follow us, if rightly trained, should, under God, work out for themselves a glorious future. As they will inherit a noble past, they should be heirs of a glorious destiny, a destiny which should be something greater than territorial extent, and something grander than material splendors. In order to this, they should be wiser to plan, and braver to execute, and more heroic to endure, than the people of any other age or nation. If you look to the history of the past, you will learn that God has made systems of education and literary institutions the most enduring of human organizations; and whether we, as a nation, live long or die soon, the characters we are shaping, the systems we are developing, and the principles we are forming, are to work throughout the ages for humanity and the good of mankind.

It has become a very common saying among men that some men are too honest to get along in this world. Now it should be taught in the schools that this is a false delusion, and the great fault of the world is that there is too little honesty practiced among men, and too much dishonesty. Children should be taught that he who gets money under false pretenses is a swindler, and he who would keep back the truth in a horse-trade in order to make five dollars is dishonest, and that he should suffer in his reputation one hundred dollars. We hear a great deal of talk, also, of the danger of the republic. Now if we take proper care of the schools, the country will take care of itself. We need, at the present time, right training, as well as right teaching; and if we guard with vigilance the moral energies of our people and give them the proper training, in this act we shall build a sure bulwark of protection around the growing interests of our country, and we shall have more honesty and virtue both in public and private life, and shall bring back, in a measure, the better days of the republic.

TOO MUCH TIME GIVEN TO ARITHMETIC.

BY PROF. E. C. HEWETT.

IN many of our district schools Arithmetic seems to be deemed the only study of any importance. It is by *ciphering* that people ascertain the value of corn and beef, and the amount due on notes at interest; and these are regarded as almost the only *practical* results of an edu-

cation. And that teacher who is skillful in obtaining the answer to knotty arithmetical questions is likely to be considered a first-class teacher, even although he can not properly construct an English sentence or read intelligibly one already constructed; and as for Geography, he may not know whether Albany is on the Hudson or the Connecticut, or whether Lake Erie empties into Lake Ontario or Lake Ontario into Lake Erie. But this exaggerated estimate of Arithmetic is not confined to the district schools, if one may judge by the time devoted to its pursuit in the course of study prepared for our graded schools. My impression is that it usually appears as a prominent study in the course for eight or nine years. Now, I do not hesitate to say that this is giving too much time to the subject, if we consider the intrinsic difficulties of the study, its importance in comparison with other studies, or, most serious of all, the very meagre results obtained.

The *principles* of arithmetic are very few, and very far-reaching; and, when simply presented, they appeal at once to the pupil's common sense. If they are so presented as to be clearly mastered, *once for all*, the necessity for a thousand independent rules, more or less, vanishes at once. The fact that we can add only things of the same kind gives the key to all the processes in every kind of addition. Fractional numbers are each a *unit or a collection of units of the same kind*, just as much as integral numbers; and all the principles and processes pertaining to the latter belong equally to the former, limited only by the modifying power of the denominator. The principles of decimal notation, fully applied, will solve all difficulties in the management of so-called decimal fractions. The meaning and use of ratio are really acquired in the operations of simple multiplication and division; and he who is master of Ratio and of Fractions has the key to all the numerous operations of Percentage. Why, then, should we not trace these connections, first mastering a principle and then using it wherever it applies, in stead of making arithmetic a mere collection of *disjecta membra*?

And certainly this study should not be allowed to trench upon that of the English language, either in respect to its structure or rendering. Nor is Geography, if properly pursued, less important than Arithmetic, either for its practical results or as a means of discipline. Besides these studies, which are universally recognized as belonging to the common-school course, there is a knowledge of Government, History, the elements of Natural Science, besides the training to habits of correct observation, all too important to be crowded aside simply that we may spend more time, chalk, and pencil, in ciphering.

Yet, after all the immense outlay that we make in Arithmetic, how

shamefully barren are the usual results! How many of these pupils, who have spent years in the study, can sum a ledger-column in any reasonable length of time, or with any certainty as to the result? How many of these would you trust to compute the amount of an account-current, or a note on which there are indorsements? Who of them are able to take the measuring-pole and give you correctly the value of a wood-pile? If any reader has any doubt about the answers to these questions, he can satisfy himself by trying the experiment. The conviction grows upon me every year that this study, which usually claims and receives the lion's share of time and attention in our schools, yields disgracefully poor results for the investment, as a general rule. I believe the reasons for our failure are partly due to our text-books, and partly to faulty methods of teaching.

I will mention four common faults in our text-books, viz: There are too many books in the series; there is too little science or system in their arrangement; they contain much unnecessary matter; they contain the answers to the problems. I am fully of the opinion that two books, and those of moderate size, are sufficient in any series of arithmetics for use in common or grammar schools. Any greater number will only contain needless repetition, or else matters which were better omitted. If the few principles of the study, to which I have already referred, were once clearly and intelligently presented, and these constantly referred to as they appear in new forms, the whole subject would be much simplified, time would be saved, and the pupil would be acquiring a mastery of the subject, in stead of frittering away his time in vain and vexatious efforts to acquire and use scores of independent and disconnected rules. Again, where is the propriety or use of requiring pupils in these schools to study Circulating Decimals, Exchange, Customs, Annuities, Geometrical rules, or the numerous questions that are only skillfully-arranged puzzles? If the fundamentals of the study are *mastered*, it will be very easy for the pupil to learn these applications if he shall ever have occasion to use them. If I were a banker, a merchant, or an engineer, and wanted a clerk, I would far sooner choose a young man who had studied no farther than Fractions, but had done his work as he ought to, than to take my choice out of twenty who have *ciphered through* our Higher Arithmetics as it is frequently done; shall I say, as it is usually done? All these faults, however, are less than that of setting before the pupil the answers he is to obtain. I do not know but a pupil *might* be so thorough, conscientious, and well-trained, that he could use such a book without injury from the presence of the answers; but I do not believe any pupil ever did escape

injury from the answers, if they were accessible. I know very well what arguments are used in favor of having the answers, and what a pressure is brought to bear on publishers for their insertion, but I see no reason to modify the above statement. I appeal to the experience of thorough and successful teachers.

I will notice a few faults in our methods of study. We spend too little time on the elements of the study. As soon as the pupils can work out results by the most slow and uncertain processes, in the fundamental rules, he is impatient to hasten on to new operations; and thus he is always, to the end of the study, attempting to wade in water too deep for him. I have said the principles of Arithmetic are very few: they are all involved in the earlier part of the work. I think one who fully comprehends the making, naming and writing of numbers, according to the decimal system, has the key to the whole science of Arithmetic. Of course, I do not advocate an attempt to teach the learner all the *philosophy* of the earlier work, at the first; but he should be so taught as to lay the foundation for philosophical deductions, and he should continue at the elements until he is very familiar with correct processes, at least. I think it very absurd to require pupils to commit to memory all the rules of the Arithmetic; but some things must be committed to memory, if there is ever to be any mastery of the subject. The combinations of numbers in Addition, the Multiplication-Table, and the converse of these, in Subtraction and Division, every one attempts to learn; often, however, the work is suffered to be very imperfectly done. It should be as easy, for instance, to add 8 to 75, or to subtract 8 from 75, as to add 8 to or to subtract it from 15, and it will be as easy to a pupil properly and persistently drilled in the elements; almost any pupil can be trained in a reasonable length of time to add numbers as fast as he can speak. But other things besides these tables ought to be made perfectly familiar to the students, viz: the squares of all numbers below 25; the aliquot parts of 100; the factors of all numbers below 100; the tests for divisibility by different factors, and their uses;—these, at least. Am I told that my suggestions will increase rather than diminish the time given to Arithmetic? No one who has faithfully tried the experiment will tell me so; time judiciously invested here will yield a return of many fold in the end.

Again, we abuse what is called Mental or Intellectual Arithmetic; often—perhaps most often—by neglecting it. Some times, however, it is abused by being pushed nearly or quite to completion before the pupil has done much of any thing with figures. The correct way is to pursue the Arithmetic without figures and the Arithmetic which demands

the aid of figures together; or, rather, to keep the former just *one step* in advance of the latter. Another grievous fault is that pupils are allowed to work too slowly. When it is decided what operation is to be performed, the work should then be done *as rapidly as may be*. When the result is thus found, then verify it. Probably, however, results found thus will generally be more accurate than those obtained at a slow rate and by dawdling steps. I will stop, lest this article should be as long as the subject of my criticism.

TWO WAYS OF DOING SCHOOL-WORK.—II.

BY E. L. WELLS.

THE next Saturday, a public-examination day, found young Wouldbe at the office of the County Superintendent. He handed the note of Director Missit to the Superintendent, who read it, and said It is well for a teacher to have the confidence of his directors. Another young man and two young ladies handed notes to the Superintendent from parties unacquainted with him, and but partially acquainted with his proposed plans of work. The following are true copies of these notes, except as to names.

TO THE HON SCHOOL COMMISSIONER, *Dear Sir* we the undersigned Directors of District No 1 Town — Range — Hereby Address you in behalf of Miss Trying A young Lady Who has made Application for our School., We think She is Amply qualified to Teach our School and would Insist on your giving her A certificate if She cannot Just Answer all the questions usually Put, on Application.

yours Truly

Signed by	ABRAHAM SMITH	} Directors.
	ISAAC BROWN	
	JACOB JONES	

TO WHOM IT MAY CONCERN:

This certifies that Miss. Willing has been a member of the Classical and Scientific Institute as a student for several terms, and that her standing during the last term was 87 on a grade of 100 for perfection. She wishes to teach school, for which she thinks she is fully competent—and we have no doubt that her acquirements are sufficient to qualify her to teach a school—not far advanced beyond the rudiments of English. We commend her to the favor of the Commissioner or Examiner for any district where she may apply.

RUDIMENTS ENGLISH.

MR. SCHOOL COMSR

Dr Sir we the undersigners school Directors of Destrict No (1) Town (—) Range (—) request of you the faver to give Mr. Switchem a certificate without

strict Examination wich will be satisfactory generally to the People interested your compliance will Confer a faver to yours &c given under our hands this 25th day Nov. 18—

Directors. { MOSES DOE
AARON POE
JOSHUA ROE

Friend ——— Commr

you will please Comply with the above request in giving Mr Swichum a Certificate without Examination of the strictest kind as we know it to be the wishes of the people of the Destrict please Comply & Consider us Ever Truly
yours &c

ELIJAH & ELISHA COE

N.B. we think our town will be all right for you next time.

These notes were pleasantly received, read, and laid aside. Pencils, paper, and printed arithmetical questions, were given to most of the candidates, and they began work. Soon afterward the Superintendent gave each person—doing second-grade work—a slip of paper, on which was a written sentence. These candidates were all requested to immediately consider their respective sentences for analysis and parsing, and were told to resume their arithmetic work after this careful consideration. One by one, these candidates orally analyzed and parsed their respective sentences. If a sentence was analyzed and parsed correctly, with a reason for every step and rules properly given, the Superintendent was satisfied with the candidate's knowledge of grammar, and he was told to resume his work in Arithmetic. If not satisfied, the Superintendent questioned the candidate orally and somewhat at length upon the definitions and principles of Grammar. The candidates having been examined and marked in Grammar by the time some of the quickest workers had finished their assigned Arithmetic work, the Superintendent told them all to write answers to his oral questions in Geography and History, and to look well to their writing, spelling, use of capital letters, punctuation, and arrangement of their answers. When this work was done, one by one, as they finished their arithmetic work, they were called to the Superintendent's table, where their written work was examined, explanations heard, reading noticed, suggestions given, certificates written or refused, or the candidates were given more work to do upon topics not disposed of satisfactorily.

Each teacher was briefly conversed with in relation to his winter's work, and, if in a new school, suggestions and advice were given by the Superintendent, from his knowledge of the labor needed there. The candidates who had before done good second-grade work were all given first-grade written work upon one or more branches, as they respectively selected, and their second-grade certificates were renewed. This first-

grade work was afterward carefully examined and, if satisfactory, credit was given them upon the Superintendent's book, and at another examination they were privileged to work upon one or more other branches that they might study in the mean time. First-grade certificates were given to those who had finished satisfactorily the first-grade work, and who had shown themselves good practical teachers. The Superintendent did not renew certificates without reexaminations;—his examinations were somewhat like schools, and some teachers attended who did not need certificates, in order to improve as fast as possible. There seemed to be the best of feeling between the Superintendent and his teachers, and between him and those who were refused certificates,—as they were given all the time they might desire to spend upon new work, their failures were kindly shown them, and they were encouraged to persevere in qualifying themselves for certificates.

Miss Goodsense was there. She held a second-grade certificate, and that day completed her first-grade work. She was a good practical teacher, and received one of the few first-grade certificates held in the county. Miss Willing, whom Rudiments English had so highly recommended, was like the man's 'willing oats', but she could not write the number 10000010 to save the good name of the Classical and Scientific Institute. The Superintendent did not consider recommends generally to be worth the paper they were written upon. Miss Trying was a faithful girl, and by hard work obtained a certificate, and afterward passed some very good examinations. Mr. Switchem failed without a strict examination; although he had taught in some eastern state. This is from his history work: "Wm. Penn shot the apple off from his boys head for disobedience." Mr. Wouldbe received one of the poorest certificates given,—his trouble being that he was not evenly balanced in his knowledge of the branches specified in the law. His teachers would let him go to seed in getting answers to arithmetical problems, to the neglect of more important work. The young man was there who found decimal fractions and other like humble things too much for him. The young man was there like the one my friend Leal, of Champaign, tells of, who 'knew so well', but whose 'memory was so treacherous' that he got Alexander, Julius Caesar, and Napoleon, all fighting in the wars of the United States. The young woman was there who was 'so embarrassed' that she could n't tell of the many things she never knew. And there were the true, earnest, frank and honest young men and women, whom the Superintendent, and every one else knowing them, would like,—doing the best they could, let the result be as it might.

The method and results of granting certificates only after a thorough and satisfactory examination by the Superintendent in person are in strong contrast with those where the work is done by several deputies in different parts of the county, who will be more or less biased by prejudices, and who can not work with uniformity; and the contrast is still greater when certificates and renewals are sent by mail, so that in time they are ordered and bought like stocks in the market, which has been done, as extracts from certain old letters here presented will show.

"Please send me one of your *best Certificates*. The time of the one I have has expired, and I am so busily engaged thrashing that I cant come to see you."

"If you would be so kind as to send me a first class certificate by the bearer, you 'll oblige me as, as I cannot possibly get to your place as the roads are almost impassible."

"*Dear Sir:*

Enclosed you will find my school certificate; please sign and return to me, and oblige.

Yours Respt."

"*Dear Sir,*

We are so very busy at present and it so far to your place and the roads are so bad if you will send me word how much a certificate costs I will send you the money and you can send me one by mail."

[To be continued.]

B E Y O U R S E L F .

ONE great cause of failure among teachers is a want of individuality. Many seem to think, if they conduct themselves in the school-room as certain successful teachers do, they too will succeed; while failure is certain, because, in stead of becoming complete masters of the subjects brought before them in their professional capacity, they attempt imitation, and, like all other imitators, soon show the want of genuineness.

The *master* of the drama studies, not how Hamlet looked and acted, but what natural act and intonation of voice is applicable to him as representing a like scene, 'holding the mirror up to nature'.

What matters it, if the professor where you obtained your education, in the teaching which he did, made use of such and such gestures and words? it does not follow that you will succeed by using the same. Remember, you do not look like him, you are taller or not so tall, more

or less than he in all respects; therefore you can not imitate him with any degree of success.

Granted that, primarily, we learn by imitation; yet the true scholar immediately breaks away from this leading-string and analyzes what he has learned, and makes it a part of himself.

It is right to gather information from any and every source—at school, college, teachers' institutes, and from experienced acquaintances; but, before you attempt the use of that knowledge in teaching others, be careful that you comprehend it in all its bearings, that you have a clear idea what the effect will be on the minds under your care, not only for the present, but for all the future,—that it is properly assimilated,—that it is you.

In all your school-work, in all things, be yourself, be not another.

G.

HANGING BASKETS FOR THE SCHOOL-ROOM.

BY B. R. CUTTER.

THERE is nothing prettier or more graceful than a nice hanging basket. Hundreds of people attempt them, but fail, because they do not know how to manage them. They are very susceptible of neglect, and will repay any extra care taken of them.

Select a deep basket. Some are so shallow that they dry up too quickly and do not hold earth enough to sustain a large plant. If possible, procure the chains and ring that are usually furnished at the seed-stores with the basket, as they are much neater than strings or wires. Do not use strings if you can procure copper wire. The strings break, and you suffer a total loss. If you wish to hang your basket near the window, use a bird-hook, as it keeps the plant away from the wall or window. Make a hook of strong wire, bent in the form of an S, to connect the wires or chains on the basket to the cord or wire attached to the bird-hook above.

With this arrangement the plant can be taken down or turned without climbing up to the bird-hook every time it is necessary to attend to it.

Some of the best plants for hanging baskets are the English and German Ivy, Ivy Geranium, the old Strawberry Geranium, dwarf Nasturtium, Convolvulus M, Numbergia, Lobelia Pax, Lobelia Spee, and many others within the reach of all. I prefer to have but one kind of

plant in a basket, and that of a drooping or pendulous nature; but many persons put in with the drooping plants others of an upright growth, such as Tom Thumb Geranium, Bryonia, Ferns, Lidum, Colens, etc.

In potting, use a mixture of old peat, decayed leaves, or well-rotted sod, and sand, well mixed. Fill not quite even full, so that the water will not run over the side. Some plants can be cut back to make them throw out more shoots. Pick off any dead leaves; water regularly; give plenty of air; look out for insects; turn frequently, so as to present all sides to the sun.

IN THE SCHOOL-ROOM.

BY EMILY L. WHITING.

THE last little foot had pattered away,
And sound into silence had faded;
The last goodnight kiss had been pressed on my brow,
The room was all darkened and shaded;
And I sat at my desk, thinking over the day,
Of its toils and its pleasures, its labor and play.

And I said to myself, and prayed for His aid,
That my work should be holy and pure,
Should be free from all motives unworthy His name,
From thoughts that could stain or allure;
And that never a precept of mine should be given
That could lead them astray from the pathway to heaven.

And I prayed that my work might be earnest and true,
Ever seeking, with tenderest care,
To guide them aright through the life-paths below
And for life more divine to prepare:
That my teaching might lead them to Him who would hold
These children so dear at rest in His fold.

So I said, as I sat thinking over the day;
And I prayed the dear Father above
To guide, evermore, each dear little one,
And encircle their lives with His love;
To help them whene'er with life's labor oppressed,
And at last send His angels to call them to rest.

THE MARKING SYSTEM.

BY RICHARD EDWARDS.

To the remarks of Hon. E. E. White upon the article published in the Illinois Teacher for November last, on the 'Marking System', allow me to make a brief answer.

1. It will, I fear, sound like something of a repetition for me to say that "the chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained." In the present state of mankind, the careful measuring of what has been achieved is scarcely less important than the achievement itself. How emphatically is this illustrated in actual life! The chief skill of the book-keeper is exhibited, not in making his daily entries, but in adjusting his trial-balance, and in detecting the errors that may have crept into his work. How necessary to a successful Christian life is the habit of thoroughly examining past experience! And so every where.

In making such an examination, children, and all young students, need help. They have not always in their minds a correct standard. A record of the value of their work, made by a faithful instructor, helps them to a more accurate measurement of it than they could make unaided. This is the chief use of the recitation record.

2. Concerning a deportment record there is this important suggestion: Good order in school depends upon the observance of many rules that have no reference to questions of essential morality. A pleasant remark made to a companion is not, *per se*, one of the deadly sins. But in school it becomes an evil, and the pupil is required to refrain from the most harmless conversation. He finds it a difficult task. Temptations to furtive communication are frequent. With the best intentions and most resolute purpose to do what is required of him, he often fails. Such a pupil needs help,—help to enable him to carry out his own volitions,—to become truly master of himself. I confess that I have often 'dared to trust' myself to make a record of such failures as came under my observation, and to exhibit it to the pupil as a proof of needed vigilance. Where is the wrong done? Where is the injustice? The record is simply a statement of undoubted fact, and that, too, involving nothing worse on the part of the pupil than a failure to do the best thing.

As to marking the adroit and hypocritical pupil too high, and rating

the open and frank one too low, it can only be said that this danger besets every act of human judgment. But is that a good reason for not exercising the judgment? Unworthy people of all ages may, by sufficient adroitness, worm themselves into the good graces of their betters,—may gain the respect and affection of the honest and judicious. What then? Shall we all suppress our respect and affection, lest they should be unjustly bestowed? And we may, in our frailty, some times condemn the deserving in thought, or in words. What then? Shall condemnation of evil be for ever silenced? Shall we, from a morbid fear of doing injustice, act and speak as if human characters were all on the same moral level. And let it be remembered that the school record is only the expression of a carefully-formed judgment.

My own observation does not lead me to the belief that the deportment record is necessarily more inaccurate than the marks for recitation. None of us are quite willing to have it believed that in actual life we are largely imposed upon by pretenders. Is the danger greater in the school-room than among the haunts of men? Are boys and girls more consummate hypocrites than men and women?

3. Concerning the amount of time required to keep a record and calculate averages, I 'query whether it is not overstated'. In every system of schools there must be some standard for the promotion of pupils, and some means of ascertaining when this standard is reached by individuals. Is there any cheaper way of determining this than by keeping a daily record? My impression is that, in my own work, the entering of the marks consumes no appreciable amount of time. And the 'ciphering-up' is certainly a trifle compared with the important aid believed to be derived from the record.

Most heartily do I second what is said by my friend about making the recitation 'thorough, searching, and inspiring'. From such a recitation there comes vast power for all manner of good.

4. I commend the 'practice of many of our best teachers' who 'make examination-tests' frequent. This is all that is necessary. The more frequent the better. And let them, therefore, come every day. Let every lesson be, in part, an examination. Give the pupil the largest possible number of trials. Accustom him daily to put forth what strength he has. Let every exercise be significant. Let every stroke tell.

Mr. Editor, I grieve to be obliged to treat so important a subject so hastily. But the second supply of my lamp is fast going, the small hours of the night are upon me, and a very early morning engagement is at hand. Hoping for sufficient leisure soon to look the whole subject over, I reluctantly fold my paper.

OFFICIAL DEPARTMENT.

AN ACT TO AMEND THE SCHOOL-LAW.

[Approved March 30, 1869.]

(Continued from January number.)

THE fifth section is as follows:

§ 5. The school month in this state shall be the same as the calendar month, excluding the Saturdays and Sundays, and lawful holidays. The lawful holidays shall be the Fourth of July; from Christmas to New Year's day, both inclusive; and all thanksgiving or fast days appointed by state or national authority; and teachers shall not be required to teach on such holidays, nor to make up the time.

This section puts to rest a very troublesome matter, and eliminates from the school system an element of doubt, or controversy, which has existed almost from time immemorial. It fixes and defines, *by law*, the public-school *month*, and public-school *holidays*. The language is so clear and definite as to leave little to be said by way of construction or interpretation. The following points, however, should be carefully noted:

1. The immediate and primary object, as I have said, is to remove the questions "What is a school month?" and "What are the lawful school holidays?" from the domain of doubt and controversy, by defining them so clearly and explicitly as to preclude misapprehension. This the legislature has done, by simply declaring, in substance, that if from any given calendar month in the year we take the Saturdays, Sundays, and holidays, the remainder will be the school month; and by expressly designating and defining the holidays, the school month, as thus defined, relates particularly to what is known as the *six-months rule* of the law. It is known to all that the maintenance of a free school for six months in a given school year is a fundamental requirement, a condition precedent, to a district's legal claim to the public funds. This requirement has been in the law, unchanged, from the beginning, and is one of the best features of the system.

Now, this section determines and establishes, and it is one of its leading objects to determine and establish, the precise length of time, or number of days, that a public school must be taught, in a given school year, in order to comply with this fundamental condition of the general law. It declares, virtually, that whatever special agreements or stipulations may be made or entered into between the teachers and directors; whatever months or periods of the year are selected by the directors

acts contain provisions in conflict with those of this section; or unless they confer powers upon the schools boards, thereby created, to regulate these matters independently of the general law; and such powers, to be available, must be expressly conferred, or exist by necessary implication.

EDITORIAL DEPARTMENT.

THE TEACHER FOR 1870.—Many commendations of the Teacher, for its improved appearance, are coming to us from our friends at home and abroad. The new type is more easily read and presents a more attractive appearance, while the Table of Contents on the cover is pronounced a great convenience. As an earnest of their appreciation of these improvements, and of their good wishes, many are sending the publisher goodly lists of subscribers. Words of commendation from our friends excite our gratitude, but for their more substantial tokens of encouragement we have a keener appreciation. The publication of the Teacher involves great expense. To meet this and carry out our plans for its improvement, money must be had. Now we have two questions to ask of each one into whose hands this number may fall: first, if not already a subscriber, will you become so? second, will you use your influence to secure one or more other subscriptions? With a little effort on the part of the readers of the Teacher, its subscription-list can be largely increased and the means provided for greater improvements.

STATE TEACHERS' ASSOCIATION.—The meeting of the Association at Ottawa, Dec. 28th–30th, was the largest since its organization. The location was pleasant, the Executive Committee had prepared a programme of unusual value, and almost every one appointed was at his post. The hospitality of the citizens was unbounded, and the hotel accommodations were superior. The utmost harmony and good feeling prevailed throughout all the proceedings. The only drawback to the occasion was the insufficient accommodations afforded by the hall, which, we are informed, was the largest in the city. As the Association made arrangements to publish its proceedings, we shall attempt nothing more than a brief notice of the three days' work.

The scholarly address of the President, George Howland, Principal of the Chicago High School, took a broader view of education than that which limits it to the work of the school. His object was to show the inutility of making either the school or the office, education or labor, the aim of life; for the exclusive cultivation of either is destructive of the other.

Hon. N. Bateman gave a statesmanlike presentation of the principles which should be the basis of a public school, and which should be incorporated into the Constitution of the state. The brief summation of them all is, a provision for universal, free, unsectarian training for all the youth of the state, given under efficient supervision and paid for by an *ad-valorem* tax. No mere mention can do justice to

the breadth of the State Superintendent's views, or the thoroughness of his discussion of a subject of the greatest importance to our state.

When Rev. Dr. Post, of St. Louis, rose to speak on *History, and its Importance to the American Citizen*, there was a feeling of uncertainty among the newer teachers of the state as to what to expect from the venerable, shy, awkward man. But after a few sentences, in which he referred to his visiting Ottawa when it consisted of only a single house, and, in a delicate way, referred to the debt which Illinois owed him for giving the first rudiments of an education to a little lad, whom he loved as a boy and now honored as a man, whose powerful utterances in the afternoon had carried him back to earlier days, there was a feeling that he might speak to the teachers as one of the patriarchs. His earnest wisdom and grand utterances of hope and warning reminded more than one of the terrible stateliness and vivid words of the prophets.

The work in sections was very satisfactory to the Association. S. H. White, of Peoria, presented in the Primary section a *Course of Instruction for Primary Schools*. Mrs. Young, of the Chicago Training-School, and Miss Paddock, of Cook County Normal School, presented excellent papers, the first giving many valuable practical hints upon school management, the latter discussing the philosophy of primary instruction. The class-exercises of Miss Kingsley, of Normal, and Miss Wallace, of Aurora, were very successful and suggestive illustrations of methods of teaching. In the Intermediate section, James H. Blodgett, of Rockford, opened the discussion upon the *Philosophy of the Selection of Studies in the Intermediate Grade*. W. B. Powell, of Aurora, and E. C. Hewett, of Normal, presented special exercises in *Grammar* and *Geography*, respectively. In the High-School section, after an animated discussion upon *Course of Study*, J. B. Roberts, of Galesburg, read a valuable paper on *Elective Studies*. Greater uniformity in course and method of instruction must result from such exercises as were given in the various sections.

The principal feature of the general session in the afternoon was the lecture of Major Powell, of Colorado fame. The audience grew wildly enthusiastic or held their breath in anxious expectation, as they accompanied the daring explorer in tracing, on a splendid map, his course through the river cañons.

In the evening, Miss Reade, of Aurora, presented some well-digested and forcible thoughts in a paper on *Woman's Wages as a Teacher*. The length of her essay caused some fear on the part of the Executive Committee lest there would not be time for the other exercises of the evening, especially as the reading of it was the first intimation they had that more time would be occupied than was assigned. But the graceful request of Dr. Gulliver to be allowed to withdraw and let Miss Reade's valuable paper stand for the evening's work, denied, as it was, by a unanimous request that he proceed, dispelled any feeling of uneasiness.

Dr. Gulliver's subject was *The Relation of the Classics to our System of Education*. All will agree with us in saying that this address was by far the ablest advocacy of classical education ever presented to the Association. He is thoroughly in earnest in his opinions, and presents them with a clearness and force rarely met.

On Thursday morning, Rev. Fred. H. Wines, Secretary of the State Board of Public Charities, opened the discussion on *What to do with Troublesome Boys in our Schools*. He opposed expulsion, as branding them with the stigma of disgrace, and leading them one step farther in their bad habits. The earnest appeal made to

the teachers, to imagine themselves in the condition of these boys and to bestow such kindness and care as they, in the light of their present knowledge, would like to receive, met a response in the hearts of all present. He urged that teachers should seek instruction and guidance from the life of the Great Teacher. The discussion lasted most of the forenoon. The general opinion was that Reform Schools should be for those only who have been guilty of crime. The reformation must, for the most part, be brought about without taking the boys from their homes.

A very valuable paper was read by Judge Caton, of Ottawa, on *Formation of Prairies*. The Judge discussed views already presented, adding facts of his own observation, rather than advocating a theory of his own.

In the afternoon, President Edwards gave one of his stirring addresses on *The Education needed by the American People*. The closing address, on *The Mission of the Scholar*, was given by Rev. Dr. Joseph Haven, of the Chicago Theological Seminary.

The musical exercises of the occasion were in charge of Dr. Miller, of Chicago, who gave some excellent suggestions to the different sections on methods of instruction in this subject. To him and to Messrs Bliss, Blackman, Sabin, and Baker, is the Association indebted for much of the pleasure of the occasion.

The officers-elect are:—*President*—Thos. H. Clark, of Ottawa. *Vice-Presidents*—At large, D. S. Wentworth, of Englewood; 1st district, J. L. Pickard, of Chicago; 2d, J. L. Allen, of Waukegan; 3d, A. J. Blanchard, of Rochelle; 4th, H. J. Arnold, of Warsaw; 5th, Alfred Clark, of Peoria; 6th, O. M. Tucker, of Tonica; 7th, T. R. Leal, of Urbana; 8th, J. A. Sewall, of Normal; 9th, M. Andrews, of Macomb; 10th, I. Wilkinson, of Jacksonville; 11th, — Forbes, of Benton; 12th, H. H. L. Smith, of Alton; 13th, B. G. Roots, of Tamaroa. *Secretary*—E. W. Coy, of Peoria. *Treasurer*—B. P. Marsh, of Bloomington. *Executive Committee*—W. B. Powell, of Peru; I. S. Baker, of Chicago; J. H. Blodgett, of Rockford.

Messrs. Edwards, of Normal; Etter, of Bloomington; Eberhart, of Chicago; Gastman, of Decatur; and Dow, of Peoria, were appointed a committee to co-operate with the State Superintendent in securing proper educational provisions in the new Constitution. Messrs. Hewett, of Normal; Roberts, of Galesburg; and Coy, of Peoria, were appointed Committee on Publication of Proceedings.

The Ottawa meeting will long be remembered as one of the best ever held in the state. We would like to say more of incidental matters,—the artesian well, the beautiful scenery, the glass works, and the manufacturing interests, the extensive parks and herds of deer and elk belonging to Judge Caton, and many other attractions of the city; but we must deny ourselves now.

EDUCATIONAL CORRUPTION.—The corruption that exists in political, financial and commercial circles is a source of common remark. The agency upon which people have been accustomed to rely for a correction of this crying sin of the times is the higher education of the masses. But it seems as if the power which it was hoped would be the remedy is itself becoming contaminated. Political inclinations are too often made a test of fitness for membership in boards of education; positions of teachers are too often granted through favoritism, bargain and sale, or for some more disgraceful purpose; while it is a sorry fact that teachers themselves are too apt to forget the dignity and sacredness of their calling and sell their influence for gain, or engage in the intriguing and wire-pulling of educational pol-

itics. We say nothing more than is known by those who have watched their proceedings, when we state that the control of the educational conventions of the country is often gained by very questionable means for the purpose of private gain or individual promotion.

The course of the Boston Board of Education, in the selection of a Head-Master for the English High School of that city to succeed the late Thomas Sherwin, is one of the latest instances of what seems to be a sacrifice of public interests for personal objects. In order that our readers may know the facts of the case, we clip the following from the Massachusetts Teacher for December:

The Head-Mastership made vacant by the sudden death of the lamented Thomas Sherwin has at last been filled by the election of Charles M. Cumston, who for many years occupied the position next in rank.

At a meeting of the committee, held August 30, it was decided not to proceed to an election at that time. The Secretary was instructed to advertise for applicants in the leading daily journals of the country for one month.

Twenty applicants presented their names and testimonials. By a careful examination of these documents, and such facts as could be obtained, six gentlemen were invited to present themselves before the committee for examination. Five of these, Charles M. Cumston, Boston; George H. Howison, St. Louis; George W. Minns, Boston; Edwin P. Seaver, Cambridge, and J. W. Wilson, Philadelphia, appeared. About forty members of the committee were present. Each candidate, in the presence of these gentlemen, was asked the following questions by the chairman of the High-School Committee, Rev. Dr. Lothrop. The answers were given orally, as much time being allowed as the one questioned desired.

1. State, in brief, what advantages of education you enjoyed, both in the elementary and high courses.
2. Have you, since graduation, devoted your attention, as a student, to any particular branch or branches of science or learning?
3. What has been your experience as a teacher? Have you adopted teaching as a profession?
4. What have you done to advance the interests of your profession, and to improve your own professional education?
5. What have you written on the subject of education?
6. Name some of the principal works on the subject of education which you have read. Any of the 'English Educational Blue-Books'? What ones?
7. What is your idea of the nature and objects of liberal education?
8. Give an account of the organization and character of secondary education in Prussia. Describe the Gymnasium and the *Real School*.
9. Give your opinion of the main objects to be kept in view, and the method and means to be used, in teaching the English language and literature in a High School.
10. Define Psychology. State, in general, the uses of this study, and, in particular, its relation to the science and art of teaching.
11. What is the most elaborate and comprehensive American text-book on intellectual philosophy?
12. What is the most general classification of the processes of reasoning? Define each kind, and give an example of each.
13. What is the difference between venous and arterial blood? State precisely in what organs of the human system these two kinds of blood are found; and what is the essential step in respiration?
14. What sciences tend to cultivate the inductive habit of mind; and what the deductive habit of mind?
15. When and where was the general body of geometrical science constructed?
16. What are some of the arguments in favor of the study of Geometry as a branch of general education?
17. What are Sir William Hamilton's views of mathematics as a means of general culture?
18. Give your ideas of drawing, both in its relations to general education and to technical education.

19. Name one or two of the most important discoveries of the present times in the science of physics.

20. What do you understand by the doctrine of correlation of physical forces? Give an illustration of it, or any account of its history and development.

21. How should History be taught in a High School, and what should be attempted in this branch?

22. How, and to what extent, should the Constitution of the United States be taught in such a school?

23. What are your views of School Government,—the ends to be aimed at, and the means and motives to be used?

24. Give an account of the Bureau of Education.

The following questions were handed in by different members of the committee, and put to the candidates:

1. Have you paid any attention to the science of language as connected with the early history and subdivisions of the human race, and are you familiar with the works of German, English and American philologists?

2. What are the proper limits of education for individuals?

At the close of the examination, the committee made choice of George H. Howison as the first candidate whose name should be presented to the Board; George W. Minns as the second, and Edwin P. Seaver as the third. At a meeting of the full Board, held at City Hall November 9th, Dr. Lothrop offered an elaborate report, presenting the names of the three candidates. In compliance with the rule, the names of the other gentlemen examined were also read. After the reading of his report in behalf of the subcommittee, a ballot was ordered, with the following result:

Whole number of votes.....	85	George H. Howison had.....	23
Necessary for a choice.....	43	George W. Minns had.....	11
Charles M. Cumston had.....	43	Edwin P. Seaver had.....	8

At a meeting of the High-School Committee, held at City Hall on Tuesday, November 11th, George H. Howison was elected master, in place of Mr. Cumston, promoted to the Head-Mastership. He received eight votes out of the twelve which were cast. It is probable that no one event connected with our public schools for many years has excited so much general interest. Strong feelings have been awakened, and many emphatic words have been spoken by the friends of the several candidates during the exciting canvass.

The reading of the above statement leads one to the conclusion that the whole proceeding was a farce. After a full examination of candidates from different parts of the country by a committee named for the purpose, and after the committee had reported the results of the examination showing the relative merit of the applicants, the Board of Education select for the position, not the one standing highest on the list, nor the next, nor the next, but one still lower.

To those of the profession who live outside the circle which is fastened to the Hub this action seems to say, "We, who have so long basked in the educational splendor of the Boston schools, are superior to less fortunate mortals outside. In order to demonstrate to the world this great superiority, let us invite general competition for one of our high places. The result will only be another demonstration that Boston is the embodiment of all real excellence, will be another gratification of Boston pride, and will astonish the world because of the perfection of Boston educational systems." But when the test comes, and these outsiders, whose defeat was to be the occasion of still greater self-glorification, show themselves to possess superior merit, Boston pride is too great to admit the fact; but, despite of it, and disregarding the implied assurance of good faith given by the invitation and examination, the place is given to one 'to the manor born'.

This species of favoritism is quite often charged against boards of education and

school directors. If the charge be true, it shows a disregard of public interest for private purposes which should be a reproach to any body intrusted with so important a responsibility as the education of the youth of the land.

CREDIT, GOOD FRIENDS.—We appreciate the compliment shown to the Teacher by the numerous selections made from its pages by our educational contemporaries, and are always glad to see them made. We have been pleased to notice the general disposition to give proper credit in such cases, and presume that any omissions to do so have been through inadvertence. In the December number of one of the journals is an article on *The Study of History*, written by Dr. Gregory for the Teacher and appearing on page 194 of Vol. XIV; and in the same number of another journal is the article on *Ventilation*, by Superintendent Gastman, found on page 388 of the last volume: for neither of which is credit given.

NUMBER OF SCHOOL-HOURS.—One of the most valuable papers presented at the late meeting of the State Association was the report on the length of daily sessions of primary schools, read by Hon. J. L. Pickard, of Chicago. The report was valuable as showing the result of actual experience in the school-room in connection with a very important subject. The committee divided those with whom they corresponded into two classes, those who spoke from experience, and those whose had none. Of twelve of the latter class, four favored reduction of school-hours, seven opposed it, and one was undecided. Of the same number of the former class, all favored reduction, some of them very decidedly. They are about equally divided upon the length of school,—some saying three hours, some four. In order that our readers may know the importance which attaches to these opinions, we publish the names of those favoring reduction from experience. J. D. Doty, Superintendent Schools in Detroit; J. B. Roberts, Superintendent, Galesburg; S. H. Peabody, former Superintendent, Racine; E. A. Gastman, Superintendent, Decatur; S. S. Randall, Superintendent, New-York City; S. M. Etter, Superintendent, Bloomington, Ill.; M. Andrews, Superintendent, Macomb; Samuel Willard, Superintendent, Springfield, Ill.; W. D. Henkle, State Commissioner, Ohio; J. L. Pickard, Superintendent, Chicago; W. A. Bemis, Superintendent, Rock Island; and J. Piper, Iowa.

NORTHWESTERN UNIVERSITY.—The Yale College Courant, for December, contains a sketch of this institution, from which we condense the following. In connection with the Garrett Biblical Institute, a Theological School of the same denomination, also located at Evanston, the university has an endowment of \$550,000, with buildings that have cost over \$200,000. The Medical College, organized in 1858, forms the medical department of the university. The Preparatory Department numbers 150 students; the University, in the departments of Science Literature, and the Arts, 103; the Medical School, 80; and the school for Theology, over 100. Both sexes are entitled to enter the classes. The faculty of the university contains twelve professors and instructors; that of the medical college, sixteen; and the Biblical Institute, five. The university and all its interests have been imbued with new life by the accession of Rev. E. O. Haven, D.D., LL.D., to its presidency. Dr. Haven has demonstrated his fitness for this position by his wise administration of the affairs of Michigan University. By his prudent management that institution

has been placed upon a stronger basis, and has come to be one of only two or three such in the country which can lay claim to the title University.

Though Dr. Haven's work has been in connection with advanced education, he is deeply interested in the cause of common schools. As an earnest of his spirit, and of his interest in the teacher's work, we need only call attention to articles written by him in the last and present numbers of the Teacher.

CORNELL UNIVERSITY.—The entering class contains nearly three hundred students, while there are over six hundred in all. In government the monitorial system has been adopted, with very gratifying results. The plan is carried out by a combination of professors and students. With one or two exceptions, the lecture-system has been adopted, even with the lowest classes; and it, also, is said to work successfully.

ILLINOIS WESLEYAN UNIVERSITY.—The catalogue of this institution shows that during the year 1868-'69 there was a sum-total of 240 students, divided as follows: Graduates, 12; Seniors, 6; Juniors, 9; Sophomores, 19; Freshmen, 31; Irregulars, 4; Preparatory Department, 159. The endowment of the university is \$180,000 above all incumbrances.

GERMAN PRONUNCIATION OF LATIN.—The following rules for the pronunciation of Latin were prepared by Prof. E. Jones, of Ann Arbor, Mich., and, with his permission, obtained through Prof. Boise, we are enabled to place them before our readers.

I. DIVISION INTO SYLLABLES.

In the division of a word into syllables, a single consonant goes with the vowel following: as, *mi-li-ti-bus*.

II. SOUNDS OF VOWELS AND DIPHTHONGS.

1. The Vowels have the following sounds:

WHEN ENDING A SYLLABLE.		NOT ENDING A SYLLABLE.	
<i>a</i> sounds like <i>a</i> in father,	- - - - -	like <i>a</i> in fast.	
<i>e</i> " " <i>a</i> " fate,	- - - - -	<i>e</i> " met.	
<i>i</i> (<i>y</i>) " " <i>i</i> " machine,	- - - - -	<i>i</i> " pin.	
<i>o</i> " " <i>o</i> " note,	- - - - -	<i>o</i> " not.	
<i>u</i> " " <i>o</i> " move,	- - - - -	<i>u</i> " pull.	

Exceptions: *a*. *Os* final in plural cases sounds like *ose* in dose.

b. *I* after an accented *a*, *e*, *o*, or *y* and before another vowel has the sound of initial *y*: as, *Maia* (*Ma-ya*).

c. *J* has the sound of initial *y*.

2. The diphthongs *æ* and *œ* are pronounced like *e* in the same situation; *au* like *ow* in now; *eu* like *eu* in neutral.

3. When *ua*, *ue*, *ui*, *uo* and *uu* are diphthongs, *u* sound like *u*.

Exception. *Cui* is pronounced *kee*, and *huic*, *heek*.

III. SOUNDS OF CONSONANTS.

1. *C* before *e*, *i*, or *y*; and *t* before two vowels the first of which is an unaccented *i*, have the sound of *ts*.

Exception. *T* after *s*, *t*, or *x*, has the sound of *t* in tin.

2. *G* always has the sound of *g* in gun; *s* that of *s* in sun.

3. All other consonants have their English sound.

ASSOCIATION OF SCHOOL PRINCIPALS.—The Society of School Principals will hold its annual meeting at Chicago, on the 5th, 6th and 7th of July. The Chicago Superintendent and Principals will spare no effort to make the stay of the mem-

bers pleasant. The *Kindergarten* question will be presented by its advance exponent, Miss Peabody, from Massachusetts. Three of the eighteen hours are allotted to Miss P. The subject of *School Accommodations*, including the internal arrangements and the location of school-buildings, and, more than all, the present ruinous tendency toward building *school palaces*, taxing the districts so that little is left for salaries, will be presented by an old hand, one who knows by experience. *Shall text-books be purchased with public moneys?* *Shall a teacher be confined to one branch in his teachings?* and *School Statistics*, with a view of fixing some basis upon which we may all report, have been selected by the committee for discussion, and able men have consented to present them. As the presentation of each subject is followed by close discussion, there seems to be good reason for making the consideration of these questions exhaustive.

Full programme will appear in the Teacher.

EDUCATIONAL NEWS.

ILLINOIS.

DECATUR.—I called on the old settler Gastman, who presides over the schools of this place. Ten years of service have not dimmed his eye (or beard), nor is his natural force abated. It was a real pleasure to look through the new high-school building and see it free from marks and clean. Those necessary out-buildings, too, were without mark or stain, and spoke more for the schools than any thing else. If neatness and purity are found *there*, they will not be wanting any where. This is just what we expected from Enoch, who has been here so long and grown up with the schools so thoroughly that he has become like the athlete of Crotona, who, by lifting a *calf daily*, at length carried an ox. But, Friend W., when these men who have organized our schools and grown up with their growth, acquiring strength by experience, when these men step aside, where are the successors who can take the schools where left and advance them, or even keep them from going backward?

E.

INDUSTRIAL UNIVERSITY.—The Executive Committee of the Trustees of the University have appointed Professor S. W. Robinson, of the University of Michigan, to the chair of Mechanical Science and Civil Engineering.

SALEM.—Our thanks are due to Mr. H. S. English for his interest in procuring subscribers for the Teacher. All the teachers in the Salem Public Schools are subscribers for it. Who will be next to do as well?

SHELBYVILLE.—From the Shelbyville papers we learn that the first term of Superintendent Hobbs's administration of the schools in that place has been very successful. Each month has shown a marked improvement over the previous one. We commiserate friend Hobbs upon the loss, in name only, of his head teacher, Miss Annie Headen, at the close of the year, and, at the same time, congratulate her upon a change of name.

CLARK COUNTY.—Two sessions of the Clark County Teachers' Institute have been held during the past year: the first, at Marshall, last September. The exercises did not differ very materially from those ordinarily pursued in institutes. Seventy teachers were in attendance, and a lively interest was kept up during the whole session. Prof. Barney, of Charleston, and Supt. Blake, of Coles, were present. Prof. Tobey, of Westfield College, delivered a very able lecture: Subject—*The Discovery of Truth*. . . . The second session was held at Westfield, commencing Dec. 22d, and continuing three days. The attendance of teachers was not so large as at former sessions, owing to the impassable condition of the roads; but the deficiency was made up by the students of the college. The exercises consisted of drills and discussions. Prof. Jackson delivered an excellent lecture, to a large and appreciative audience. His subject was, *Noah Webster our Pattern*. It was replete with good thoughts. A copy of it should be in the hands of every teacher. A paper was read by President Allyn upon *Corporal Punishment*. The President, like many others, thinks that it is not best to abolish corporal punishment entirely. . . . Education in this county has an upward tendency, and whatever of interest is felt is due to the labors and energies of our retiring County Superintendent.

EFFINGHAM COUNTY.—The County Institute of the teachers of this county met at Effingham, Dec. 20th, and continued in session five days. The meeting was not largely attended. About twenty teachers were present. There are about sixty-five in the county. A part of the week was inclement, which prevented the citizens, it is supposed, from coming out in the evening. A courageous spirit was shown by teachers present, and the class-exercises, conducted by Mr. Noble, Miss Noble, Mr. Hoency, and Mr. Force, were extremely creditable to them personally, and to the County of Effingham. It was a good and pleasant thing to see, that, dark and dead as we have thought that county, and dark and dead as all the teachers present declared it to be, the working force of its institute could yet be drawn from home teachers. But the morning breaketh over Effingham. Teachers there rejoice in their new leader. A fresh spirit possesses them. Mr. S. F. Gilmore, the new General commanding the educational cohorts of Effingham, is a gentleman of winning manners and noble traits of character. He believes in an intelligent people. He do n't believe in brutish stupidity in village or country. He enters the field determined to see an educational revival during his term of office; and his teachers are with him and believe in him. Steps were taken to organize a force of a novel character to break up the fallow ground. Look out for new and grand things in that locality within the year. Mr. and Mrs. Noble, at Effingham, are exhibiting great self-denial and devotion in their efforts to put their city schools on a sound basis and fit them out with good accommodations. School-houses, as yet, are wretched—dirty, crowded, ill ventilated, full of death to mind and body.

SHORT.

PIATT COUNTY.—*Mr. Editor*: You requested me to send you a word, from time to time, of the things seen and heard. I will do so to the best of my power. I have just returned from an institute held at Bement, Piatt Co. It was presided over by J. A. McComas, Principal of the Bement Schools. Prof. Hewett was present, and conducted the exercises two days, and Pres. Edwards on Thursday. Each of these gentlemen lectured in the evening to large and appreciative audiences. J. Piper, Esq., lectured on Friday evening. The teachers seemed greatly

interested in the week's exercises, and passed strong resolutions to improve in the future. May they not be like the man of the Night Thoughts, who "Resolves and reresolves, and dies the same." E.

ST. CLAIR COUNTY.—We have received a copy of the Belleville Democrat, containing a very full account of the County Institute held Nov. 3d-7th, under the direction of County Superintendent J. P. Slade. The institute was favored with instruction from Prof. Metcalf, Prof. Sewall, Dr. Allyn, Dr. Gregory, Mr. Bunsen, Mr. Raab, and Mr. Gwillim. Evening lectures were given by Professors Metcalf and Sewall, Superintendent Harris, of St. Louis, and Dr. Allyn. The whole occasion was of more than usual interest and profit. The roll of membership contains 126 names. Many thanks to Superintendent Slade for a list of forty subscribers for the Teacher, and to the institute for their words of commendation.

TAZEWELL COUNTY NORMAL.—The Board of Education of this county have resolved to advertise for bids for the location of a Normal School, and to ask the Supervisors to appropriate \$4,000 per year to pay salaries of teachers and defray contingent expenses.

WASHINGTON COUNTY.—The December County Institute, under the direction of Superintendent Hillman, was well attended, and was instructed by men of ability and experience. Among them were J. G. Morgan, President Finley, Prof. Ash, Prof. Coen, and Rev. Dr. Candee. The Iroquois Republican compliments the teachers at the meeting upon their intelligence, and the interest manifested in their work.

WINNEBAGO COUNTY.—A new graded school has just been opened at Winnebago Station, with Mr. Edwin Stiles as Principal, with three assistants. The school has 200 pupils. . . . Cherry Valley has a new graded school. . . . The graded school at Durand was opened last fall, and is doing good work. . . . Rockford has just been enjoying a course of lectures by Prof. Tenney, which were more fully attended than was his course of last winter. . . . The county schools are reported in a prosperous condition. . . . Mr. C. Goss takes charge of the graded school at Pecatonica.

FROM ABROAD.

INDIANA.—The educational event of the state for the month past has been the dedication of the new and splendid building for the State Normal School, and the formal opening of that institution. The exercises were participated in by the state officials and representatives of the various literary institutions of the state, and were very interesting in character. The teachers of Illinois will be interested in the following, clipped from the account of the occasion, as given by the Terre Haute Express: "Wm. A. Jones, President of the Normal-School Faculty, was called to respond to this sentiment [The Faculty of the State Normal School], and did so in such neat and concise words that we shall not mar the same by attempting an extended report. The leading idea was that a Normal School is a school in which is taught the science of teaching; that it does not conflict with the work of the colleges; that the instructors must first have a knowledge of the principles of the branches they intend to teach; and, secondly, must understand

the capacity of the mind they teach. The province of the Common Schools and Colleges is to impart knowledge of facts and sciences, and the province of the Normal is to take this information and give such instruction as shall enable those who are called to teach others to make the same practical. In behalf of the faculty, he thanked the officers of other institutions for the kind words spoken. Mr. Jones, who made his first appearance before the most of our people on this occasion, left a very favorable impression of his fitness for the responsible position to which he is called at this, the most critical, period of the existence of the school." We understand that the school opens under favorable auspices. J. M. Olcott has resigned his position as Professor of Mathematics in the school: cause, too small salary. Mr. Olcott has long been in the work, and is one of the most successful educators of Indiana. When a state which gives her best men proverbially-low salaries allows one of them to depart for that reason, it is neglecting one of the essential conditions to high educational excellence. Normal schools may make good teachers, but inadequate compensation should not be expected to retain them. The resignation of Prof. Olcott was accepted by the Trustees with regret, with a very hearty expression of their appreciation of his ability as an educator and of his valuable services as a member and Secretary of their own body....The report of the Public Schools of the City of Evansville is on our table. The schools had, during the past year, an average attendance of 2,025 pupils, taught by 53 teachers. The Superintendent is Alexander M. Gow, an Illinois man and for two years principal editor of the Illinois Teacher. He discusses plainly and directly the questions of moment connected with his office. Under his care the schools have already made great advancements. It may not be known to all our readers that Mr. Gow has been elected to the superintendency of the schools of Dayton, Ohio, but declined the position.

MASSACHUSETTS.—From the report of the Superintendent of Schools in Boston for the half-year ending June, 1869, we collate the following items. Number of teachers in High Schools, 44; Grammar Schools, 420; Primary Schools, 309; whole number of male teachers, 112; female, 709; special teachers, 28; total, 821. The average daily attendance in all the day schools was 727 greater than during the previous year. The average number of pupils per regular teacher, in the High Schools, was 29.5; in the Grammar Schools, 44.8; in the Primary Schools, 46.8. The average number of pupils belonging in Primary Schools was 14,384, of which 29.6 per cent. were promoted to the Grammar Schools during the year. The Superintendent says "I do not desire to see any children admitted to the Grammar School before they are full eight years of age." By rule of the Board, the maximum number of pupils per teacher in the Primary Schools is forty-nine. The total rate of instruction per scholar has increased from \$11.12 in 1853-'54, to \$29.29 in 1868-'69. Superintendent Philbrick makes several valuable practical suggestions concerning the details of the school system, among which is one recommending smaller-sized school-houses for both Primary and Grammar Schools. He says that for a Primary School a building containing six rooms is large enough. Another suggestion is the competitive examination of all candidates for position as teachers, and appointment of the most worthy to position. But we have made allusion to this subject elsewhere....The Massachusetts Teacher has entered upon its twenty-third volume. Of the twelve editors who originally had it in charge, seven are still engaged in the work of education, all in high and responsible posi-

tions. The twenty-third volume will be issued under the sole editorship of Mr. John Kneeland, of Boston.

MICHIGAN.—The number of students attending the various colleges of the state last year was 2,772. The University and Normal School are both more largely attended than ever before. It is understood that, for the present, the Regents of the University have given up hunting for a president. Meanwhile, it may be that the 'coming man' is already on the ground, in the person of Prof. Frieze, under whose temporary administration the affairs of the institution are moving smoothly and prosperously forward. The number of students now in attendance is between 1,100 and 1,200.

RHODE ISLAND.—The Schoolmaster is revived. The October number came to us like the return of a friend to whom we had bid good-bye with doubts and fears. But this journal has the pluck for which its state is renowned, and comes to the work as vigorous as ever. It is under the editorial charge of Hon. Thomas W. Bicknell, State Commissioner of Public Schools. . . . The whole number of pupils in the Providence Schools is 8,200, including 300 in the High School.

VIRGINIA.—The first number of the Educational Journal of this state is on our table. We hail it as one of the best evidences of a progressive educational spirit in the 'Old Dominion'. The number contains several good articles: one directly to the point, *Free Schools in Virginia*. Much more plain talk leveled at the 'lions in the path' is just what is needed. The Journal receives aid from the Peabody Fund, and is published at Richmond, for \$1.00 per year.

NOTICES OF BOOKS AND PERIODICALS.

(⁸) IN the clearness of its typography, its beauty, and finish, as a specimen of book-making, this volume is one of the finest of its class we have ever seen. And in point of literary merit it is equally excellent. It contains 395 pages of such selections, culled from the standard literature of the present and the past, as are calculated to develop a taste for rhetoric and oratory. By reference to the publishers' advertisement in this number, our readers will find full notice of its contents.

(⁹) MR. WILEY's work on Elocution and Oratory is a concise and clear statement of the principles of articulation, modulation, pauses, emphasis, etc., which underlie the science, with careful directions for their observance, followed by selections for illustration and practice. These comprise more than the usual variety found in such books.

(¹⁰) IN issuing this work the publishers have thrown light upon a period

(⁸) THE MODEL SPEAKER. By Philip Lawrence, Professor of Elocution. Eldredge & Bro., Philadelphia.

(⁹) ELOCUTION AND ORATORY. By Charles A. Wiley, Teacher of Elocution. S. C. Griggs & Co., Chicago. 12mo., 444 pages.

(¹⁰) RAMESES THE GREAT; or, *Egypt 3300 years ago*. Translated from the French of F. De Lanoye. Charles Scribner and Company, New York. 16mo., 296 pages. \$1.50.

which has hitherto been shrouded in the myths and uncertainties of great antiquity. The narrative of the book is based upon the most authoritative hieroglyphical and monumental records of the Egyptians. For the light it throws upon the study of history it is of great value, and as a record of the government, power, manners and customs of a nation which dates back to the dawn of history, it excites an absorbing interest.

(¹¹) Most of the discussions upon woman's rights are held in the light of her condition in the present social status of our own country. The work before us views the subject from a broader basis. The author sketches her condition in various ages and countries, from the earliest times to the present; her present legal privileges in England, France, and our own country; her relations to man—physiological, social, moral, and mental; and from these data he proceeds to discuss her ability and fitness to occupy other spheres than her present ones in society. We have read his book with interest. The historical part of it is instructive, and his opinions on the subject are presented with ability. With some we can not fully agree, and we could wish that the utmost candor had been observed in giving all. Some of the illustrations, of which there are many, show a disposition to resort to ridicule where honest argument and sound sense should prevail.

(¹²) APPLETON'S WEEKLY JOURNAL has won its way to a prominent place among the magazines of the day. With its shorter articles and greater variety, it is quite as readable and instructive as more ponderous monthlies. Beyond the purposes of general literature, its object seems to be to advance the study of science, in which respect it occupies a field peculiar to itself. Its articles have a vigor and freshness about them which make them always entertaining. The attention it is giving to the development of a taste for Art is highly commendable. Subscriptions for the Journal will be received by P. B. Hulse, 29 Washington Street, Chicago. Price \$4.00 a year.

(¹³) WESTERN EDUCATIONAL REVIEW.—This is the title of a new educational monthly, published by O. H. Fethers, Jefferson City, Mo. It has 24 pages, double columns, and a goodly array of talent in its list of contributors.

(¹⁴) THE new volume of the *Mother's Journal* appears in a new dress, with other improvements. We like the healthy tone, vigor and good sense of its articles. Published by J. N. Clarke, Chicago, at \$2.00 a year.

(¹⁵) WE are under obligations to Hon. J. A. Garfield for a copy of the *Report of the Smithsonian Institution* for 1868. Besides the Reports of the Secretary and the Executive Committee, and the proceedings of the Board of Regents for 1868, it contains, in the appendix, a memoir of Cuvier and history of his works; memoirs of Oersted, Encke, and Hodgkinson; essays by Cazin and Müller on *Heat*, and other essays, of great scientific value, by different scientists. The whole forms an octavo volume of 470 pages.

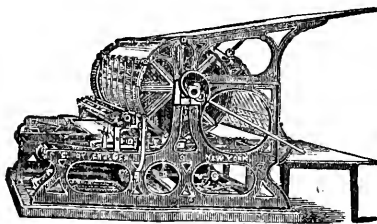
MISCELLANEOUS.—*Good Health*, published in Boston, by Alexander Moore, is full of instruction for the people on important sanitary subjects. Frequently it has articles bearing directly upon the work of the school-room, as the one on 'Breath-

(¹¹) WOMAN: HER RIGHTS, WRONGS, PRIVILEGES, AND RESPONSIBILITIES. By L. P. Brockett, M.D. Published by O. Howe's Subscription Concern, Cincinnati. Sold by Agents only.

ing', and that on 'Benevolence to Animals as a part of the Education of Youth', both in the January number. The journal is a monthly, price \$2.00....The *Bright Side* has doubled its amount of matter and, of course, is twice as bright as before. It certainly is worth twice as much, and its full price, 50 cents a year. Alden and True, Chicago....J. B. Lippincott & Co., Philadelphia, publish a reprint of *Good Words*, an English Monthly, edited by Norman McLeod, D.D. It is a journal of the highest class, containing contributions from the pens of many of the best writers in England. It advocates the principles of no party, sect, or creed, its aim being, by its high literary merit and the elevating tone of its contributions, to exert a healthful moral and educational influence in community. \$2.75 a year.The *Morris Scholastic*, published quarterly at Morris Classical Institute, is filled with excellent contributions from those in the school, and shows life and enterprise.The *Oread*, issued monthly, at \$1.25, by the Mount Carroll Seminary, is a similar magazine, of larger scope and power.Adams, Blackmer and Lyon, Chicago, publish the *National Sunday-School Teacher*, *The Sunday-School Scholar*, and *The Little Folks*,—three monthlies, all doing noble work for the Sabbath school. Each one has its peculiar place, and will, upon acquaintance, be found of great value in promoting the moral and religious education of the young....The *American Sunday-School Worker* is a monthly just started by J. W. McIntyre, St. Louis, at \$1.50 a year. It is edited by an able committee, and is filled with valuable articles and excellent practical hints for the teacher.



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TWO HARD QUESTIONS.

BY PRES. E. O. HAVEN.

IN the number of The Illinois Teacher for January, 1870, we proposed for consideration the following questions: "How much and what should a model American boy or girl, of fourteen years of age, know? What should such a boy or girl be able to do?"

We will hazard a brief reply—and, from the necessity of brevity, perhaps liable to be misunderstood.

The youth in question should be 'liberally educated'.

"But," says an objector, "that is impossible. A liberal education belongs only to graduates of colleges, to those who have earned B. A., Phi. Dr., or some other academic degree."

Not at all. Liberal, applied to education, means large, generous, impartial, in opposition to special, limited, or, as is often recommended, industrial and 'practical'. A 'practically-educated' carpenter—in an unworthy sense of the term—knows how to build one kind of houses, just as he has been trained; a 'liberally-educated' carpenter knows how to plan and build all kinds of houses, according to the principles of the art.

The model American youth of fourteen should be liberally educated in this sense: he should be harmoniously developed. All the elements of his nature that have thus far sprung into being should have been exercised in the right degree. Every muscle and nerve should be properly strong and sensitive and responsive to the will. This implies such an attention to physical exercise, and such advice on physical habits, as but few teachers are competent to give; and therefore we can not expect to find many American youth properly educated phys-

ically, except by accident. All the faculties of his mind and all his passions should be symmetrically cultivated. His sight should have been trained. He should know how to distinguish the various kinds of minerals, plants, and animals. It is not so much necessary that he should have ranged over a wide territory of Natural History, as that he should know how to do it. He should have done much of it without books. He should have learned how to use books. He should have experienced the aid and detected the falsity of books on this and other subjects. He should have cultivated his hearing, and have been taught to distinguish accurately different sounds, and know something accurately of their causes. The senses of feeling, smell and taste need but little cultivation, but that little should not be neglected. The mathematical faculty should have been trained practically by actual measurement of distances, so that inches, feet, rods, degrees, or meters, grammes, etc., shall not be mere vocables to him. He should be able to master severe problems in mental arithmetic easily. He should know how to use a written arithmetic so as to find the rules and processes by which such complicated problems as may arise in actual experience can be solved. He should have mastered the elements of drawing by rule and from nature, and have so trained the eye and muscles that, if need be, he could become accomplished in the use of pencil or brush. He should thoroughly understand the form and size of the earth, and be able to draw on a blank globe all the principal divisions of land and water, down to the larger lakes and rivers and mountain-ranges, and describe the various climates and productions, and give general reasons therefor, and, indeed, show that he will never hereafter be ignorant of the method of obtaining any geographical information commonly known. He should be able to give a satisfactory reason for the usually-accepted belief in the nature, sizes and distances of the heavenly bodies, and know how astronomers have arrived at these results. He should know the general history of his own country, and the outlines of the history of the world. He should understand the principles of grammar, so as to be able promptly to distinguish the parts of speech in any production, and to give the proper variations in the forms of words in the English language; and especially should all provincialisms or solecisms in common use in his own neighborhood be exposed to him, and he should be able to give a reason for discarding them. His memory should have been severely tasked—for without severe tasks its power will not be developed. Lists of words, like all the irregular verbs, for instance, and some of the heavier tasks of geography, should be learned. Some of the finest passages in the language, in prose and poetry, should have

been committed to memory and recited. He should be able to write the English language correctly—or in such a way as, by the use of proper aids, without a teacher, to detect his own faults and avoid them. He should feel justly sure that a page of original composition, written in the course of half an hour, on a given subject, without any aid from spelling-book or dictionary, is free from errors in spelling, and that the general rules of punctuation are obeyed; and if not, he should be able to correct his own composition on being informed that it is wrong, without having the place of the errors pointed out. He should have been taught to rely on himself—on his own observation, on his memory, on his ability to reach a right result.

His morals should have been developed. Practical questions of right and wrong should have been submitted to him for decision. He should know and be able to tell why he approves and admires the great and good characters of his own and other lands, and why he despises the vicious.

The elements of politeness and their reasons should be understood, and his practice should correspond. The boy should know better than to walk into the school-house and address the teacher with his hat on, or to sit in a chair tipped up on the hind legs, or to behave himself in any way uncouthly or like a savage; the girl should be taught to be respectful, modest and graceful in manners. Manners are not far from morals.

Now, to accomplish all this, it would be well for the teachers to have in mind from the beginning a certain series of books that the youth by this time shall have mastered, and also certain other results besides the mastery of these books should be aimed at and expected. With such a definite idea in mind, a teacher will work more faithfully and satisfactorily; for all great and noble work is wrought out according to an ideal ever alive in the mind of the worker.

IN THE VINEYARD.

BY GRACE C. BIBB.

WHATEVER difficulties, theoretical or practical, may attend the entrance of woman into other of the learned professions, in the educational field she has won her rank fairly. At the gate of this paradise, if paradise it be, is no angel with flaming sword: all is open to her, and by right of natural fitness she enters in and possesses the land.

Of the nineteen thousand teachers of Illinois, more than ten thousand are women. These women, who are doing rather more than half the educational work of the state, receive an average compensation of thirty-eight dollars and eighty cents per month. The range of their salaries is from six to one hundred and ten dollars. The number of months comprised in a scholastic year is never greater than ten. It need not, in order to meet the requirements of the law, be greater than six.

Leaving out of the account those women who receive high salaries, and who, in all probability, earn *higher* salaries, let us consider in how far the comparatively low standard of instruction in many of the schools of the state is traceable to low rates of compensation for labor performed. There are, perhaps, some who receive all that they earn; but these are generally of the class who work permanent injury to the profession by their connection with it. Of these it should be considered, not whether they can afford to teach for a very low salary, but whether, with the interests of education at stake, you can afford to employ them even at no salary at all. Of this class I have nothing further to say; but there is another class, for whom there should be some better prospect than the present gives.

Nothing contributes more to success than a high ideal of the true teacher's mission. To this, I think, even natural aptness to impart instruction is but secondary. Yet I wonder how many women of this ten thousand can, at most times, nerve themselves for the struggle, since struggle it must be, after ideal perfection.

Teachers form a class of the community not too bountifully endowed with worldly possessions: if honest, they are poor, and poor they will doubtless continue till the ushering-in of the millenium. Many women enter the profession from sheer force of circumstances—from need of daily bread,—and remain in it only until a good deliverance, in the form of a matrimonial offer, is vouchsafed them. They teach, during the time they do teach, in ill-arranged, ill-ventilated, unsightly buildings, which are rendered in winter almost inaccessible by the bad condition of the roads, and which are often in the last degree uncomfortable, by reason of imperfect construction and exposed situation. The pupils collected are of all ages and of all degrees of advancement. The time of instruction is divided among a number of classes nearly coëqual with the entire number of pupils. Uniformity of text-books is frequently unattainable. These depressing outside influences, taken together with the actual fatigue resultant upon labor in the school-room, must effectually lower the tone both of mind and body. In what condition is the

teacher of such a school to behold the noblest of our profession? What reasonable prospect can there be that she will keep in view always, or even often, the distant goal to which our labors tend,—that, even with weak efforts, she will strive to attain that goal? Entering the profession because she must; kept in it by dire necessity; looking constantly forward to some blest hour of deliverance; saying ever, as the relentless years roll on, "How long! How long!" what can she know of the high and inspiring zeal of the true teacher?

I believe, however, that, spite of all difficulties and discouragements, there is a degree of conscientiousness in work natural to all women worthy of the name. I believe that when they fall short of duty they themselves are the first to be conscious of failure, the first to avail themselves of any means of remedy placed in their power. I do not believe that women are naturally inclined to be superficial, either in study or in work; but I do know that in many cases the education and training of women make them superficial, spite of themselves. They wish to teach thoroughly, but have not learned thoroughly. What shall they do?

It may be said that means of professional education are ample, or, if not ample, at least capable of indefinite expansion. But how can the means of professional culture benefit those women who are now teaching indifferently well and who must teach or starve? The pay such teachers receive is barely sufficient, with miserly economy, to keep the wolf from the door. Much as they may wish for a year or two years of normal instruction, no possibility of such instruction is presented.

Under these circumstances, normal schools may be established in every county of the state, and may produce no results at all commensurate with the cost of their support. They will probably be attended by a class of persons who wish to become teachers in the briefest possible time and with the least possible toil of preparation—a class rarely desirous of graduating—only anxious to obtain certificates, and quite well contented if these certificates are of the second grade. From such a class of pupils our normal schools have every thing to fear. Such a class place powerful weapons in the hands of all enemies of public schools.

It seems to me, however, that this evil is not without remedy, and that the remedy may be found in an increase of salaries. The difference between the average monthly compensation of men and of women employed in the schools of this state is still considerable, even while the salaries of men average but a trifle over forty-two dollars. I have never been able to discover the exact justice of paying to a woman one-half or three-fourths as much as a man receives, for equal work. Only

pay for work, pay for *it* well: raise as high a standard as you please, and give no quarter to contented incompetency; but place some means of improvement in the power of teachers. It is likely that men need improvement equally with women.

Could a sufficient salary be given to enable a person of economical habits not only to live *during* the year, but also to save money enough to pay the expenses of a year of normal instruction afterward, I think it may be safely assumed that a better class of pupils would fill our training-schools. If the two-years course of study be then so arranged that the course of each year be in itself complete, no great harm will result from an intermediate year of teaching; on the contrary, good will probably accrue, since the attempt then made to put into practice theory and methods will develop the weak points of both and enable a second year of study successfully to strengthen them. With the training of two years, and two such years, added to the knowledge thought sufficient in the first instance for the granting of a certificate, the teacher will re-enter her school-room with a new character and a new influence. She will have acquired that zeal which it should be the object of all training assiduously to cultivate; she will have formed new and better opinions of the value of her labor and of the dignity of her chosen profession. She will, too, in most instances, have acquired some love for the work, which, by the light of her newly-aroused intellect, seems no longer drudgery.

It may seem at the first glance that, even were rates of salaries so advanced as to place further means of education in their power, few women who had, by any means whatever, obtained certificates would avail themselves of the educational facilities thus afforded. If they should not, there is a remedy. For low wages you can expect and can obtain but indifferent teachers; for high wages you may expect and may demand instructors of experience and skill. In this field, as in every other, 'the laborer is worthy of his hire'. At the very outset some may receive more than they earn; but such a state of affairs need be only temporary. Those who make no equivalent return of labor for their increased compensation may justly be required to give place to more worthy workers; but the necessity will, it seems to me, seldom arise.

Women, all over the world, are asking, begging, for more knowledge, more light. At the closed and barred and chained doors of old scholastic institutions I hear them knocking, knocking and refusing to be denied admittance, knocking till chains drop their rusty links apart, till reluctant bolts withdraw and doors long closed open—slowly, yet, after all, surely. The establishment at Oxford of examinations for wo-

men, and the more recent formation at Eton of classes for girls, are England's responses to the demand of woman for knowledge.

Hon. Charles W. Eliot, President of Harvard University, says in his inaugural address, with reference to the newly-established university-courses of instruction to competent women, "The university thus hopes to contribute to the intellectual emancipation of women. It hopes to prepare some women better than they would otherwise have been prepared for the profession of teaching—the one learned profession to which women have already acquired a clear title."

Springfield High School.

A N E G L E C T E D S T U D Y .

BY ROBERT ALLYN.

WHAT is that? A neglected study? Well, what is it which is worst taught, made the least juicy, which is soonest forgotten, most dreaded, and the least practiced in after-life? Some may say 'Geography'; others, 'Arithmetic'. Yet in these branches neglect may be remedied by the stern necessities of business. Any American of ordinary curiosity who reads the common news of the day—and who does not?—must post himself in the knowledge of much of the current geographical discoveries and movements of the age. Every one of our trading nation is compelled to learn considerable arithmetic after school is over, even if he fail to learn it under his teacher. Buying and selling, calculating interest and making change, will force the dullest into some practical skill in computations. So, if these were the neglected studies, the omission would be almost supplied by the pressure and education of business work.

Is 'Spelling' or 'Reading' the branch designated? If the query means such a reading as enables one to gather information from a printed page by means of the eye, or such a spelling as prepares him to set down with a pen the exact letters of words, the answer is, "Even these arts are of comparatively easy acquisition at almost any moment of subsequent life. It requires only patient practice for a few months to accomplish nearly all this." If, however, by reading is meant the ability to give vocal expression to the sentiment and thought of any composition in the language, then the confession must be made that the art is long and sadly neglected. Indeed, it is too long for school to finish.

This, then, is not the study intended, though quite nearly akin to it—the correct use of the English language, and its careful practical study. Few teachers find time to give instructions in this branch, and few scholars practice it—at least with any degree of intelligent attention or enthusiasm. How shall English be taught? is a very significant question, and one which there should be little occasion to ask. But, unfortunately, there is urgent necessity to insist on this and to urge its thoughtful consideration on the mind of every parent and teacher. The unpleasing fact is, English is not studied; and, what is worse, neither reading nor speaking it is practiced as it ought to be. Our language, noble as it is, is an easy one. It has not the name of a learned one. It is our mother-tongue, and seems to be spoken as naturally as we breathe. In fact, what has a native-born English child to do but to open his mouth, and out of it will fly words and sentences expressive of thought? Hudibras's tongue was not more fruitful of tropes than our lips are of words. But the language should be studied not so much for the purpose of learning how to speak it accurately as for knowing its power and beauty. Practical accuracy must be attained by daily use. A full understanding of the language can only be gained by direct study. Let us attempt only a partial answer to the question how to teach the English language.

Underlying all language and shaping it throughout all its life and structure is THOUGHT. No starting-point can be made except from thought in studying the English. This will not necessarily, therefore, be the point of departure in teaching. Indeed, instruction commonly reverses the method of philosophy. Thought must have a shape or body in a sentence; and this implies words, which in the final analysis are composed of letters or sounds. To study language, then, we must examine its sounds, letters, words, sentences, thought. Where shall we begin? at sounds, or letters, or words? for it will be awkward to begin higher. Although nature indicates that thought is the living soul of language, yet this is so ethereal and yielding, so apparently flexible and difficult to hold, that we can not bring the young mind to comprehend and grapple it. Still, thought is the most potent of all the forces which fashion language. The soft, jelly-like mass of the mollusk—the clam or the oyster—forms the hard shell which covers its body. So the airy thought, or shadowy idea, or fleeting emotion, will not less certainly make for itself the body of words or the palace of the sentence in which it is to dwell. We see, then, how men learn to speak or to write. They think, and then find a sign for that thought. At the present day these signs are made to our use, and therefore we shall be

most profited by beginning our study with these, remembering not to divorce them from their underlying, moulding thought.

But shall we commence with whole words, or with letters? With words, assuredly. For did thought ever prompt to any less than a whole word? And do not children learn entire words? This, therefore, must be the method—words first, with their contained thoughts or meanings, in part at least; and afterward their sounds, their characters, their syllables; and at last their connections and dependencies in sentences, paragraphs, and compositions. The use of words must be largely learned by imitative practice; and the earlier this is done the better. Whether this is not really the great work of youth may be a point for discussion. Xenophon admired a system of education which aimed, in its earliest stages, at two things only—"to speak the truth, and to shoot with the bow." Speaking truth is by far more closely connected with an intelligent and correct use of words than many would admit. The first thing a child should be taught, at home and in school, at study and in play, ought to be accurately to use words. How slovenly done is our American speaking! How frequently is the agreement of nouns and verbs, pronouns and antecedents, verbs and participles, trodden under the feet of a barbarous usage! To acquire accuracy nothing is so good as thoughtful practice. Learn the significations of words and of their component parts. Drill on their sounds, so as to know them when the ear hears them, and so as to produce them when the tongue attempts this. Let them also be learned by definitions, so as to be brought instantaneously forward to express any shade of thought which may dawn on the mind, or any body of principles or convictions which may be born in the soul. When all these things have been done, the English language may be said to be practically learned; and not till this power of use is attained can any one be said to have won the mastery of it.

It will now be readily seen that it is intended to press on the attention of the reader the study of Etymology in its proper sense, and afterward its Syntax and Rhetoric. As examples are quite as necessary as statements to produce conviction and action, let us illustrate our method of study. Look at the word SIGNIFY. Here is SIGN and IFY. Again, TESTIFY, and CLASSIFY, and SOLIDIFY: each has a well-known root or radical word, and the same suffix. What, then, does IFY in composition mean? Clearly 'TO MAKE'. But APPEND, DEPEND, EXPEND, IMPEND, SUSPEND, have a common radical and different prefixes. So ATTEND, CONTEND, DISTEND, EXTEND, INTEND, PRE-

TEND, PORTEND, SUBTEND, are by no means difficult to know. And when the parts of these words are known, we also have the key to a thousand other words; and thus only can we unlock the mysteries of language. We thus learn whence our words have been imported, from what lineage they sprang, to what marriages they have consented, and what stores of knowledge and wisdom they hide in their bosoms. We shall find the urbane and polished Greek wedded to the warlike Latin, and either mated with the volatile French or the forest-bred Saxon. Examine the words WISDOM, KINGDOM, FREEDOM, SERFDOM; or MARRIAGE, CARRIAGE, KNOWLEDGE; or words having any of the prefixes AD, ANTE, CON, INTER, OB, PRÆ, PRO, SUB, and SUPER, and be satisfied how large a number of the most comprehensive words in the language will be completely understood when we have learned to analyze them. A hundred prefixes, and as many suffixes, with five hundred radicals, learned so as to be mastered, will afford a better knowledge and a readier command of the immensely-rich treasury of English than any study of spelling-book or dictionary could furnish. Webster and Worcester claim to define not less than one hundred and forty thousand words. What memory can contain them? But the radical PEND carries nearly all the meaning and force of a regiment of them, and POUND and POSE—both from the same Latin root—are equal to a brigade, while TEND is mightier than either. So that when we affirm that English is to be studied by its words, here is the method. Study root-words, prefixes, and suffixes.

Any reading or spelling exercise will afford abundant and excellent materials for practice. Let an example be taken at random from Lecky's History of Rationalism, viz., "It can be no exaggeration to say that, if the practice of electing bishops by universal suffrage had continued, the habits of freedom would have been so diffused among the people, that the changes our age has witnessed might have been anticipated by many centuries, and might have been effected under the direct patronage of Catholicism."

Here are fifty-seven different words, though only forty are distinct—several being repeated, and some appearing in different forms. Only twenty, however, properly carry any meaning with them, the rest being connectives and particles, or words which unite the others, or fix attention on them. These are not, therefore, of no consequence, for without them the important words would be a mere mass of senseless jargon—a rope of sand. These twenty, then, are the words for our present study. The connectives are worthy of careful examination, but this is not the time selected for it. We shall not go through the whole num-

ber, for a few hints will prepare any one to complete the work. Each one of this number is here printed divided according to its Etymological analysis. A few are simple, or so nearly so that they are left entire. Here they are: EX-AG-GER-AT-ION: SAY; PRACT-ICE; E-LECT-ING; BISHOPS; UNI-VERS-AL; SUF-FRAGE; CON-TINU-ED; HABITS; FREE-DOM; DIF-FUS-ED; PEOPLE; CHANGES; WIT-NESS-ED; ANTI-CIP-AT-ED; CENTURIES; EF-FECT-ED; DI-RECT; PATRON-AGE; CATHOLIC-ISM.

For the purposes of this analysis a knowledge of Greek and Latin is valuable, though not essential. Take the first word: what does each of its parts mean, and what does the whole signify? The radical part, GER, seems to be Latin *to carry*; ATE (the *e* elided) is *make*; ION is *act of*: AG (ad euphonized) is *to*, and EX *far* or *too high*. Now put these elements together and read the word backward, thus—"the act which makes carry (the thought) to too high" (a point). SAY is simple. PRACT—*making*, ICE—*mode of*; E—*out*, LECT—*choosing*, ING—*way of*; BISHOPS is simple for our purpose; UNI—*one* or *whole*, VERS—*circle*, AL—*pertaining to*; SUF—*free*, FRAGE—*vote*; CON—*to*, TINU—*hold*, ED—merely marks past time, *did*; HABITS, simple in English; FREE—*free*, DOM—*state of*; and so through. Any one can carry it on. We go no farther, in order to have time to put all these analyzed words together in the sentence.

Traaslate the original—not into better or simpler—but into more elementary words; and it is easy to see how the meaning of these words is learned and fixed in the memory. To give a specimen and thus to shrink from no test, let the sentence now be written, thus: "It can not be an act which carries (thought) to too high (a pitch) to say that if the mode of making a choice of bishops by the free votes of the whole circle (of the church) had been held to, habits of being free would have been so made to flow out among the people, that the changes our own age has known by seeing them might have been taken up many hundred years before, and might have been made out under the straightforward aid of the religion of the Catholic Church."

This translation leads a step higher and prepares for the accurate and intelligent study of sentences. If it is desired to show the greater power and beauty of the compounded or derivative words of our language, let this new sentence be translated back into the original as nearly as it can be. Such a retranslation and combination will show the force of words in masses, just as military organization and discipline reveal the power of men in an army and under skillful leaders.

McKendree College, February 4, 1870.

CLASSICAL STUDIES.

BY PROF. J. R. BOISE.

THE conflict between the advocates of classical and scientific studies has never, we believe, raged so fiercely at the West as at the East. It may, therefore, seem unprofitable to introduce the subject into the pages of this journal. We are led, however, to do this by the recent publication of a work entitled 'Classical Study: its value illustrated by extracts from the writings of eminent scholars. Edited, with an Introduction, by Samuel H. Taylor, LL.D.' Andover, Mass.: W. F. Draper. Those especially who have the volume of essays on 'The Culture demanded by Modern Life', edited by Dr. Youmans—a volume advocating scientific study—should obtain this work, if they desire to have any thing like a complete view of the controversy.

The selection of essays made by Dr. Taylor is eminently judicious, and presents the views of many leading writers, both in Europe and in this country. The Introduction, containing about thirty pages, gives, first, a concise and clear sketch of the history of the controversy on the value of classical studies; and then, several reasons why the highest benefits of classical study are seldom reached in this country. On this latter point, we know of no one better qualified by education and long experience as a teacher to speak wisely.

This collection of essays reminds us of one feature in the whole controversy with which we have often been struck: the readiness of classical men to concede an honorable position to scientific studies. There have been few exceptions to this rule; whereas, scientific men have not unfrequently demanded for their favorite pursuits the entire field, to the exclusion of every thing else; at least, to the entire exclusion of the ancient languages. In obedience to this demand, the so-called scientific course has been established in several of our colleges; and already many young men have been graduated with the learned degree of B.S.; liberally educated, and yet unable to explain correctly to a class the simplest terminology of the sciences. The false alternative is too often presented, Shall we have the sciences, *or* the classics? Just as if my landlord should ask me, Will you have meat, *or* potatoes? or as if my tailor should say, Do you intend to wear a coat, *or* pantaloons? In each case I should reply, Both, sir, if you please, *both*. So, in the matter of education, let us have both, the languages and the sciences. There is room and time for both; and no

man's mental furniture is complete with one alone. Such has been the position usually assumed, especially in this country, by the wisest educators.

Those who have watched the progress of this controversy most carefully will have no fear that either science or the ancient languages can be permanently dislodged from any course of liberal education. Those who seek to effect the displacement of either are fighting against the laws of the human mind, and ignoring an inherent demand of human nature; are seeking to make civilized man go half-clad, or to dispense with half his daily food. This conflict is several centuries old in Germany, and is nearly a century old in this country; although some who have pressed the claims of science and modern literature seem to think they have made a new discovery and are advocating opinions original with themselves. They are, however, only repeating what has often been said; and are pushing Utopian plans, which have more than once or twice, in more lands than one, proved failures.

All the tendencies at present in our country point to one result,—the retention of the old college curriculum, in its main features. Whatever improvements are to be made will now be tried, not so much in tinkering at the course of study, as in improving the qualifications of teachers and the methods of instruction. On both these points there is room enough for improvement, as all will confess. This, then, will be the aim of all our wisest educators.

To show that these statements are not mere unfounded assertions, let us look, for a moment, at two or three very sizable straws, which certainly show which way the wind blows.

When President McCosh first came to this country, some persons feared that his influence would be cast in favor of philosophy and science mainly, to the prejudice of the ancient languages. All such fears were completely dispelled by his inaugural address. In speaking of the classics, he says—and they are words to be carefully pondered—“I believe that our language and literature will run a great risk of hopelessly degenerating, if we are not ever restrained and corrected, while we are enlivened and refreshed, by looking to these faultless models.” This address contains much more equally emphatic and in the same vein.

Cornell University has generally been regarded as the great champion of the new education, *versus* the classics. Let us hear, then, what one of its leading men, certainly a representative man, says on this subject. We refer to Goldwin Smith. In a paper on University Education, read a year ago, at Albany, he speaks thus: “The superiority of

Greek and Latin as languages, and as instruments of linguistic training, to the modern languages, appears to me to be undiminished." "Greek, especially, if you compare it with any modern tongue, seems, from its symmetry, its richness of inflection, its unlimited power of forming compounds, its liberty of arranging the words of a sentence in the order of thought, alone worthy to be the organ of the human mind." In speaking of history, of which he is professor, he says, "As a mental discipline, and a mode of acquiring mental power, I could never place it on a par with the classical school." In this address we find much more of the same kind, but have not space to quote further.

In keeping with these views, we may be allowed to say that we were conversing, not long ago, with the President of Cornell University, and in speaking on the supposed antagonism of the University to classical education, he remarked, "Do you suppose, if this were so, that we should have purchased Anthon's library?"

One more, and a later, proof that the friends of classical education have no need of solicitude in regard to present tendencies. All will recollect the startling articles in the *Atlantic Monthly* on 'The New Education', by Professor Eliot. It was feared by many, when this gentleman was elected President of Harvard University, that his influence would be thrown against classical studies. Let us, then, look at a few of his statements, in his inaugural address. "This University," says he, "recognizes no real antagonism between literature and science, and consents to no such narrow alternatives as mathematics or classics, science or metaphysics." . . . "It were a bitter mockery to suggest that any subject whatever should be taught less than it now is in American colleges. The only conceivable aim of a college government in our day is to broaden, deepen and invigorate American teaching in all branches of learning." . . . "The best result of the discussion which has raged so long about the relative educational value of the main branches of learning is the conviction that there is room for them all in a sound scheme, provided that right methods of teaching be employed." . . . "The University believes in the thorough study of languages." . . . "Some of the scientific scoffers at gerund-grinding might well look at home; for the prevailing methods of teaching science, the world over, are, on the whole, less intelligent than the methods of teaching languages." Much more of the same sort may be found in this address; but we have not space to cite further.

The tendencies in all the above extracts are sufficiently clear, and are reassuring to the friends of classical learning.

We have wandered somewhat widely from the book-notice with

which we began; and we return to it, only to say that, to all who desire the best collection of essays in our language on classical study, the work of Dr. Taylor will be very welcome. It should have a conspicuous place in every school-library, and in the private library of every educator in our land.

TEACHER'S WORK.

THE work of the teacher is two-fold—government, and instruction. Children congregate at the school-house from a great number of widely-different homes, as representatives of the parents who send them, and, unlike political representatives, are generally true to their constituents. So far as they have thoughts, feelings, and prejudices, these are identical with those of their parents. There are, of course, a few exceptions; but in general the statement is true. The teacher is expected to take this conglomeration of material and evolve therefrom, in an incredibly short space of time, polished jewels, fit for the social or commercial market. Each child, if not already a diamond, is in process of crystallization, and needs only the smile and persuasive glance and flattering word of an approving teacher to complete the process. Such are the parents' and consequently the children's feelings.

Widely different are the thoughts of an impartial teacher as he looks upon the mass before him: to his penetrating glance some are mere sand and clay, some soil, others iron ore, a few silver ore, still fewer have traces of gold in them, and possibly one or two are undergoing crystallization into jewels. After discerning the material, comes the labor of refining and polishing. Each one is to be held firmly to his work till he is master of it, till his mind grasps and possesses what is presented to it, and is capable of using, whenever occasion requires, the principles he has studied. And right here is where many teachers fail. Eager to have their pupils go over much ground, urged to do so by patrons, and expected by a school-board to make an advancement that can be estimated in pages, they do not apply the test of mastery to their pupils—*use*; and hence nearly all that has been lodged in the memory by former efforts is brushed away by later committals, till pupils know nothing except the last thing studied, and that is shockingly mixed with preceding lessons. Teachers are apt to become satisfied if pupils simply commit and are able to repeat the dictum of an

author, thus precluding the action and hence the development of the faculties whose exercise and growth constitute education, and practically admitting that a given amount of knowledge learned is education. This kind of instruction, if it make any thing, makes learned fools, completely obscures common sense, which is but the symmetrical and natural development of the faculties. All the improvements of the age "serve to illustrate the superiority of wisdom and sense to mere learning when dissociated from those qualities and powers which can bring it into relation with the practical questions and every-day life of our time." The world recognizes this by chiseling into proverbs such sentiments as the following:

"Wisdom does not always speak in Latin and Greek."

"A mere scholar at court is an ass among apes."

"A handful of common sense is worth a bushel of learning."

The true teacher feels this, and is willing, for the time being, to combat the cherished notions of parents and children, to labor to correct them, and if possible lead the parents to see the condition of the children, the work to be performed, and the great end to be attained, as they are seen by himself. He will thus secure their coöperation and awaken new and juster aspirations in the breasts of his pupils. He can then shape, mould and press to suit his material and develop it after its kind and order.

It must not be his aim merely to hear recitations, however finely they may be conducted, but to combine what is taught into a system of knowledge. He must be confident that he has a system of his own, or he can never construct one for his pupils. The relativity of knowledge should be well understood by him.

To do all this well requires another element, not enough considered in scholastic labor. There must be something more than a habit of receptivity on the part of the pupils: they must be active seekers for knowledge, they must be inspired with a love for it, they must be flushed with enthusiasm, they must be impelled by their own sense of right and duty, or they will never attain any considerable degree of culture. There must be a force within, ever active and ever increasing, that impels to activity, to obedience, and to the proper performance of every duty, or there will be no education. That force is moral character. It is to the individual what steam is to the engine, or electricity to the telegraph, or attraction to the particles composing the earth, or the stellar atoms composing the universe. Arouse this nature, and all the forces of the pupil's being are enlisted in service, and every faculty

is induced to perform the desired effort. It is the teacher's most efficient auxiliary.

With correct notions of his work, with the enlisted sympathy of his pupils, and with a noble and definite character that awakens the moral nature of his pupils, a teacher will not fail to do his part to aid the process of crystallization of his pupils into jewels of less or greater value.

B.

V E N T I L A T I O N .

BY E. A. GASTMAN.

IN a former article (page 388, last volume), I tried to give some principles upon which ventilation depends. Now I propose to indicate some of the ways in which these principles may be practically applied to school-rooms. How shall a sufficient quantity of pure warm air be brought into the room? is the question to be answered. As was stated, all systems which depend upon bringing *cold* air into the room will prove failures in this climate. Pupils will complain so much from the cold that teachers will soon be content to get along without fresh air. Indeed, if the subject be left to the control of the teacher, I fear that many of our schools will not be ventilated. The life-giving currents ought to come into the school-room without special care or thought on the part of any one.

For two reasons the windows of every school-room should be so constructed that they can be both raised and lowered. In the summer-time no better ventilation is needed than can be readily obtained by throwing open the windows and letting in the air from 'all out-of-doors'. Again, when the room is too much heated, lowering the windows affords a ready means of restoring a proper temperature.

I need not speak of the various systems of heating and ventilating by steam. The cost places it beyond the reach of most public schools. That it does not secure proper ventilation, as some times applied, need not be told to those who have visited our State Normal University, or had occasion to occupy the parlors of the 'Clifton' at Ottawa.

Our school-houses are generally heated either by furnaces or stoves. As the latter are usually constructed, no provision whatever is made for bringing warm air into the room: it is regarded as sufficient if the

air already there can be brought to a comfortable temperature. In the former, very inadequate provision is made for furnishing a supply of fresh air. I lately examined two furnaces used to warm a church seating between five and six hundred persons. The only provision made for bringing air into the building was by two holes, each 12×16 inches, or a total capacity of 384 inches; and a large part of this went to feed the fire. It might be interesting to inquire how many breaths a member of that congregation would be entitled to each hour!

For a school-room seating sixty pupils the supply of air ought not to be less than 300 square inches. I would provide for more rather than less. Let it be a matter of first importance, then, in setting a furnace, to see that cold-air ducts of such size are provided that a constant and sufficient supply may be obtained. These ducts ought to come to each furnace from at least two directions, so that advantage may be taken of the changes in the wind. Of course, there is a vast difference in the power of various furnaces to warm a large supply of air. Many of them seem to warm a room merely by radiated heat. I could easily give my *opinion* as to which is the best adapted to meet the requirements of schools; but I do not believe in advertising any man's wares in an article of this kind.

But, it may be asked, what can be done for the rooms that are warmed by stoves? Is it possible to get a supply of pure warm air introduced into such rooms? I am glad to be able to give an affirmative answer to this question, although I must confess that I have learned how during the past six months. Last summer, our board determined to repair an old school-building. The question of heating and ventilating was discussed. For several reasons, it did not seem advisable to put in furnaces. In visiting a neighboring city, I found what was called a school ventilating stove. After making as careful an examination as I could, I advised the board to try it. Six of them were accordingly bought, at a cost of \$50 each, and placed in six rooms. I am glad to report them a decided success. Each one will warm 300 inches of air which is brought to it from the outside. We built our chimneys with an outside capacity of about 15×18 inches, and put a nine-inch pipe in the inside. The stove-pipe is connected with this by an elbow, so that the smoke passes through the inside pipe. A hole is left in the chimney as large as possible *at the floor* in each room. This allows the foul air to pass off. In this manner a very good ventilation is secured, at a very moderate cost. In a new building, I do not believe the expense would exceed \$25 per room over the old plan of no ventilation at all.

Even in an old building, where the large chimney could not be readily provided, a great benefit would result by the introduction of these stoves. In our house the result is that the ventilation is very greatly improved, and the heat is very *much more evenly distributed over the room*. Pupils at a distance from the stove are more comfortably warmed, and those near it are not so thoroughly roasted, as by the old plan. These stoves burn our soft coal, and, if they prove substantial, seem to satisfy the wants of all country schools.

Decatur, Ill., February, 1870.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, March, 1870. }

THE APRIL SCHOOL ELECTIONS.

Particular attention is called to the provisions of the act of March 30, 1869, changing the time of electing School Directors and Township Trustees. The subject was considered at length in the December number of the Teacher; but, as the elections under the new law are soon to take place, and it is very important that they should be held throughout the state upon the day fixed by law, and that the nature and effect of the recent changes should be clearly understood by all concerned, I refer to the matter again, and shall try to make it plain.

The changes referred to are all embraced in the first section of the act of March 30, 1869, entitled 'An Act to amend the School-Law', which is as follows:

SECTION 1. "*Be it enacted by the People of the State of Illinois, represented in the General Assembly, That the election of trustees of schools shall be on the second Monday of April, annually: Provided, That in counties under township organization, the election of trustees in each and every township whose boundaries coincide and are identical with those of the town as established under the township organization laws, shall be on the day of the stated annual town-meeting. The annual election of school directors shall be on the first Monday of April.*"

I.—ELECTION OF TRUSTEES.

In respect to the election of Township Trustees of Schools the following points are to be noted:

1. *Time*.—Two separate days are fixed by the above section for the election of trustees, viz., the second (2d) Monday of April, and the day of the stated annual town-meeting.

And in respect to the day of election, all the townships in the state are thus divided into two classes, of which those electing trustees on the second Monday of April may be termed the first, and all others the second class. This designation will be employed in subsequent remarks.

What townships compose the first class? *i. e.*, In what townships are the trustees to be elected on the second Monday of April?

In all the townships of counties *not under township organization*, and in all other townships which are not *identical* in boundary with the respective towns as established under the township-organization laws. This class embraces all the townships in the state except about six hundred.

What townships compose the second class? *i. e.*, In what townships are the trustees to be elected on the day of the annual town-meeting? In *those only* whose boundaries coincide and are identical with those of the respective towns as established under the township-organization laws, being about six hundred in all.

2. *Manner*.—How are the elections of trustees in all townships of the *first class* to be called and conducted?

Precisely as heretofore. In respect to this class there is no change whatever, except as to *time* of election, which is changed from the second Monday of October to the second Monday of April.

How shall the election of trustees in all townships of the *second class* be ordered and conducted?

As follows:

(1) When the town clerk issues his notice for the election of town officers, he should include therein, in addition to the various officers heretofore designated in said notice, the school trustee, or trustees, who are then to be elected; and said trustee, or trustees, so designated in said notice, should be elected at the same time and in the same manner as the other town officers are elected.

(2) Hence, in this class of townships the township treasurer and trustees are released from all care, obligation and duty in respect to the election of trustees, if it is held on the day of the stated annual town-meeting.

(3) If the town clerk should fail to include in his notices that a trustee is to be elected, and nevertheless a trustee should be voted for and elected at the stated town-meeting, the person so voted for and elected

should be held and regarded as a legally-elected trustee, and as duly authorized to act as such. The *law itself* would be considered notice sufficient to authorize an election on *that day*.

(4) If, on account of the omission of the town clerk to give notice, or for any other reason, no trustee should be elected at the town-meeting, it is held that it would then be the duty of the township treasurer to order the election, giving due notice thereof as required by the twenty-fifth section of the general school-law, and that, should the treasurer fail or refuse, the duty would then devolve upon the County Superintendent, as provided in said section of the general act.

It will thus be seen that the duty of attending to the election of trustee, under the new law, devolves *first* upon the town officers. But if the town-meeting goes by and no trustee is elected, the school-officers (treasurer and trustees) should proceed to order said election under the provisions of the general act. The powers of the voters at *town-meeting* are exhausted at the stated annual meeting—no subsequent or special *town-meeting* can be held to elect a trustee; whereas, ample provision is made in the general school-law for all cases of default in the election of trustees, and to those provisions resort should be had in the supposed contingency. This is in harmony with the well-known object of the amendment, which is to lessen the number of school-elections so far as practicable, without in any manner impairing the provisions of the general act relative to the subsequent ordering of elections when none were held on the regular day, and to special elections to fill vacancies, etc.

(5) If a trustee is elected at town-meeting and no returns are made to the County Superintendent, I am of the opinion that the person so elected would still be warranted in acting as trustee, in virtue of being included in the general returns made of town election. But the contingency can hardly happen. The clerk would not refuse to furnish the superintendent with a certificate of the election of trustee, which would satisfy the intent and spirit of the school-law in respect to that matter.

(6) If a township treasurer, under a misapprehension of the law, or for any other reason, should order an election of trustee to be held on the day of the stated annual town-meeting, and said election should be held and conducted in accordance with the provisions of the school-law (§§ 26 and 27), and return thereof should be made as provided in section 30 of the act, it is held that such election would be legal and valid, *provided*, that no election of trustee is also held on the same day at town-meeting. But in case there happen to be two elections for trus-

tee on the day of town-meeting, one *at* the town-meeting, and the other under call of the township treasurer as aforesaid, the former would be valid, the latter void.

3. *Number to be elected.*—The effect of the new law was to shorten the terms of all trustees in office when it was passed. The terms of all trustees who would otherwise have held till October, 1869, were, by the new law, made to expire in April, 1869, and their successors should then have been elected, or as soon thereafter as practicable.

How many trustees, then, are to be elected next April, and what places are they to fill?

I answer,—

(1) In all townships where an election was held last April to choose a successor to the trustee whose term by the new law then expired—and in all townships where an election has since been held to elect a successor as aforesaid—in all such townships (chance vacancies excepted), *one* trustee should be elected next April, for the full term of three years from said April, in place of or as successor to the trustee whose term under the old law would have expired October, 1870.

(2) In all townships where no election was held last April as required by the new law, and where no election has since been held, in compliance with said law—in all such townships, *two* trustees should be elected next April; one for two years, in place of the trustee whose term, by the new law, expired April, 1869, but who has held over, and one for three years, in place of the trustee whose term by the new law will then expire, April, 1870.

II.—ELECTION OF DIRECTORS.

The day of election of school directors is changed from the first Monday of August to the first Monday of April. There is no change whatever in the manner of ordering and conducting elections for school directors: they must still be ordered and conducted in all respects as provided by the forty-second section of the general school-law, as heretofore, only the elections must be held on the first Monday of April, in stead of the first Monday of August.

The effect of the act of March 30, 1869, upon the tenure of directors in office at the time, is precisely the same as that upon trustees: it reduced all their terms four months, so that the terms of all who would have held till August, 1869, were made to terminate in April, 1869, at which time their successors should have been chosen. And all that has been said as to the number of trustees to be elected next April, under what circumstances one, and under what circumstances two, applies, in

the same way precisely, to the election of directors, and it need not be repeated.

County Superintendents are particularly requested to see that all school-officers and voters in their respective counties have timely information of the change of time of all township and district school elections, and of the practical effect of the new law upon all concerned. This may be done through the newspapers, by circulars, or by any other suitable and available means. It is of the highest importance that these school elections should be held uniformly throughout the state, on the day and in the manner required by law, and that all concerned should take notice and govern themselves accordingly.

NEWTON BATEMAN,
Supt, Public Instruction,

EDITORIAL DEPARTMENT.

DEEDS AND PLANS.—The third number of the present volume of the Teacher is in the hands of its readers. They have had an opportunity to judge of its spirit, and of its merits as well as demerits. That some of them think well of it is manifest from the numerous kind expressions which come to us concerning it.

The character of the remainder of the volume is so far fixed that it will equal the three numbers already issued. The same friends who have written for them will, with others specially engaged, contribute through the rest of the year. The announcement of the names of the writers for succeeding numbers would be a guaranty of their excellence.

We have secured from teachers of known ability and successful experience promises of articles calculated to be of value, especially to young teachers and to those who have not had opportunity to inform themselves upon the methods of teaching the different studies of the schools. We can appreciate somewhat the situation of the many such teachers there are scattered over the prairies of the state, and desire to make the Teacher a helper indeed to them.

Our experience thus far has brought us to survey the educational field more thoroughly than ever before, and to realize more fully the work to be done. Suffice it to say that the field is boundless as are the wants of the human mind; and that part of the work which it seems the mission of an educational journal to do grows on our hands. It is a far different task from filling monthly a certain number of pages with things which pertain to the work of education. Every article should contain a thought upon some vital question, so forcibly presented that every reader shall be impressed with it and excited to thought by it.

The plans for the management of the Teacher are, in the main, indicated in what has been said. The aim will be to present in it able articles on educational ques-

tions as they shall arise. We will not here speak fully of them, lest we may possibly disappoint by not being able to carry them out in detail. It will aid us in executing them if our readers will, from time to time, send in suggestions and queries, and indicate the wants to which their works give rise.

A part of the plan, in the carrying-out of which we shall have to rely upon our friends for assistance, is to publish notices of County Institutes and other important educational gatherings, if sent in the month beforehand, and also to give brief notices of the proceedings of such meetings. We trust that it will not be thought asking too much if such news items be sent in in such shape that they may be put into the printer's hands at once. From six to seven hours of daily school-work and preparation therefor leave not overmuch time for digesting a few lines from a three-or four-column account of an institute, in a weekly paper. But please send the items in, at any rate.

Lastly, our plan is to *work*, and we invite all our readers to join in with their best thoughts and noblest actions. So each will aid the other, and the work will go grandly on.

COUNTY NORMAL SCHOOLS.—Superintendents Wells, of Ogle, and Hatfield, of Tazewell, have commenced correspondence with the press of their respective counties with a view to inform the people of the office of these schools, and the need of them in their school systems. This movement of these gentlemen is commenced by the advice of committees of the Boards of Supervisors appointed to report upon the subject. The friends of these schools elsewhere are making efforts to secure their establishment in other parts of the state.

These are movements in the right direction. Any one at all familiar with the practical condition of the schools of the country, and with what they might be and should be and theoretically are, will readily acknowledge the necessity of special preparation by teachers for their work. If there is any one thing in which our institutions are a delusion, it is in respect to the educational system of the country. It is true that much effective work is done. The educational reports throughout the land show results truly grand. But when we look over the field, and notice how slight the culture, how poor the tillage, these results, noble as they are, indicate the magnitude of the work to be done. Yet it is not strange that things are so. When we consider that of the twenty thousand teachers of this state the majority have had only such preparation in scholarship as could be gained in the district school of the neighborhood, and no instruction whatever in the art of teaching, save, perhaps, occasional attendance upon an institute, we are ready to say "Well done." When we farther remember that about eight thousand of this aggregate number teach only a single year, and then give place to as many others of like permanence, the present comparatively inefficient condition of our school system is explained.

The most available remedy is the County Normal School. It is useless to expect of young men and women who are to teach only a year or two that they will incur the expense of time and labor necessary to take an extended course in the Normal University. Besides, that institution is so crowded that many applicants are sent away, and the standard of admission is higher than the attainments of the great majority of teachers in the state.

There is great need of schools of lower grade and less extended course in the different counties, where teachers can go and study as long a time as possible, whether it be six weeks, six months, or two years; where they can get a more thorough knowledge of the common studies, some idea how to teach them, and to manage a school. Being in the vicinity of the homes of the pupils, attendance upon such schools would be attended with comparatively slight expense.

Besides the immediate improvement in the condition of the schools, another great gain would follow, in the tendency to make teaching a more permanent business. Very many of the changes made in teachers arise from a dissatisfaction with their work. Make the teachers good, and there will be an aversion to change even at the cost of higher wages. And when teachers see that there is promise of permanence in their work, there will be a devotion to it and preparation for it which will not exist as the system is now managed.

We would encourage the friends of County Normal Schools to persevere in their efforts to establish them, and not to be discouraged by slow progress. Such has always been the experience of such institutions. We might cite many instances where State Normal Schools have started with small attendance, and have worked through years of experience before they have reached their present efficiency.

CORPORAL PUNISHMENT IN THE EYES OF THE LAW.—Corporal punishment has of late occupied the public mind in our state more than usual, and given the press a full opportunity for senseless vituperation of the 'brutal schoolmaster'. First was the case of Willie Atkins, whose nervous illness, shortly after a punishment in one of the schools of Chicago, furnished occasion for columns of articles, mostly sensational and abusive, in the papers of that city. The case was carefully investigated by a committee of the Board of Education, all parties interested having the opportunity of participating therein, and the committee were unanimous in freeing the teacher from all blame. Recently the illness of the boy has terminated fatally. A coroner's inquest was held, at which the testimony of physicians present at the post-mortem examination, including that of the family physician, was taken. The jury gave in a verdict that the lad died from natural causes, and expressed the opinion that his illness was not the result of the punishment received. This case has been the subject of much severe comment by the press of the country, even as far as California; and it is but right that this exoneration of the teacher by the coroner's jury should be published as widely as were the charges.

Another case in Chicago was the punishment of a little girl just as the school was dismissing. The knowledge of the punishment spread, and in a few minutes a crowd had gathered in the street adjacent to the school-house. The teacher, while going home, was obliged to turn back in order to screen herself from the jeers of the multitude. The next morning, the public were, as usual, informed of another 'brutal outrage', etc. The teacher was arrested. What was the result? At the trial, she was acquitted.

Peoria has had its sensation. A boy in the intermediate department of the Fourth-District School was insubordinate to such an extent that it became necessary to refer the case to the Principal. While being taken from the room, he jerked himself from the hold of the Principal, and, as a result, fell to the floor, striking against a seat and causing slight bruises. The case was brought before a

magistrate, and the teacher was fined \$3.00 and costs. Upon an appeal to the circuit court, and trial before a jury, after arguments by able counsel on both sides, a verdict of acquittal was brought in. We quote a portion of Judge Puterbaugh's charge to the jury, stating the general law in such cases:

"By the common law, which is in force in this state, a school-teacher stands *in loco parentis*, as the law terms it, in relation to the pupils committed to his charge, while they are under his care, so far as to enforce obedience to his commands reasonably and lawfully given in his capacity of school-teacher, and he may, therefore, enforce them by moderate correction.

"Whenever a teacher undertakes to exercise his authority, to inflict corporal punishment, the cause must be sufficient; the instrument suitable to the purpose; the manner and extent of the correction, the part of the person to which it is applied, the temper in which it is inflicted, all should be distinguished with the kindness, prudence and propriety which become the station.

"A teacher must exercise reasonable judgment and discretion in determining when to punish, and to what extent. In determining upon what is a reasonable punishment, various considerations must be regarded—the nature of the offense, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size and strength of the pupil to be punished. Among reasonable persons much difference may prevail as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion, and the difficulty which may exist in determining what is a reasonable punishment, and the advantage which the teacher has, by being on the spot, to know all the circumstances, the manner, look, tone, gestures of the offender (which are not always easily described), and otherwise to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion. Especially should he have this indulgence if it appears that he has acted from good motives and not from anger or malice. The teacher is not, therefore, to be held liable on the ground of excess of punishment, unless the punishment is clearly excessive, and would be held so in the general judgment of reasonable men. If the punishment be thus clearly excessive, then the teacher should be held liable for such excess, though acting from good motives in inflicting the punishment. But if there is a reasonable doubt whether the punishment was excessive, the teacher should have the benefit of that doubt."

WRITING VERSUS PRINTING.—A correspondent from Arkansas asks us our opinion upon teaching writing to small children in stead of printing. In answering we will group our remarks under three heads: *necessity, feasibility, and method.*

Necessity.—If we take the most practical view of education, it is evident that those things should be first taught which will be of greatest service in after life. Next to reading, there is no attainment acquired in the schools of higher value or of more use than writing. The need of it is universal and continual on the part of every person. To read and write are considered the first and inseparable tests of familiarity with the very elements of knowledge. This truth, taken in connection with the fact shown by school statistics, that a large share of the children in the country are compelled to leave school before they can read intelligently in the Second Reader, and the larger part before they are prepared to read in the Third Reader, furnishes an argument which should convince the least utilitarian of the necessity for teaching writing early.

Is it feasible?—Why not? Printing has shown itself practicable, and the very fact that, after it is learned, it is set aside for the script letters shows that it is not so easy to practice as writing. Were the letters as easily and rapidly formed by

printing as by writing, we should, in some cases at least, find it adopted in actual business life. Grant that it is feasible, says some one, would it not be too much to expect that the child shall commence it at once? Let him have a little time to become familiar with the printed form of the letters before he is given the written. Let us see. How much does a practical acquaintance with the *printed* prepare him to form the *script* *a*? Is he not at just as great a loss how to form it after printing for a year or more as he would have been at the start? Does he not in printing contract some very objectionable habits, which must be overcome before he can write smoothly and easily? But granting that the child is better prepared to commence writing the third year of school than he was the first, we submit that the time uselessly spent in learning to print is ample to compensate for any slower progress, while the accomplishment of being able to write is certainly worth the effort it will cost even at that early age.

How shall writing be taught?—As an auxiliary to the word-method, as printing now is. Suppose the word be *cow*. The child has seen the *real* cow, perhaps, also, the *picture* cow, as well as the *word* cow. Before he undertakes to form the word, the teacher calls his careful attention to the writing of the word. She sets him the copy which he is to imitate. Under the direction of the teacher he writes, and by the same care and attention of the teacher he will attain excellence in this art more easily than in printing. We should be glad to hear from some of our readers who have had practical experience in this work, upon the best method to be pursued in giving instruction.

Learning that printing has been supplanted by writing in the primary schools of Cincinnati, we have requested of the Superintendent of Schools in that city a brief statement of his views on the subject, and its practical working there. He has kindly furnished the following reply, under date of the 3d ultimo:

"The pupils of our schools learn the script letter before they do the printed letter, and commence writing on the slate so soon as they enter school. When they have learned the form and elementary sound of a letter, they at once go to work to reproduce the form on their slates. After they have been in school three or four months, they are prepared to write short sentences, composed of words of not more than three or four letters, quite readily from dictation. When they go into the First Reader they begin the use of pen and ink. We have pursued the script method for several years, and, as we think, with the most gratifying success; but we have only recently introduced the pen into a grade as low as our E, or First-Reader classes. The success of the experiment in the grade named has been all that the most sanguine expected. The old practice of print-letter writing we have not used for several years, and think it almost an absolute waste of time. When the pupils have learned the form of the script letters, the transition to the printed form is readily made in a few lessons given by the teacher on the blackboard.

"Yours truly,

JOHN HANCOCK."

Hon. J. L. Pickard, Superintendent of Schools in Chicago, writes as follows, dating on the 4th ult.:

"In reply to your favor of 28th ult., I would say that our experiment of writing in the 10th Grade is proving a success. We have but just inaugurated it, and of course it is not yet perfect. Since reading your note I have visited three schools, not the best in matter of writing, and I send you specimens of the writing of names

by pupils of four classes, either just promoted or not quite ready for promotion. The whole is written by themselves, and for the first time with pencil and paper in the very great majority of cases."

The writing of names mentioned in Mr. Pickard's note was very legible, especially when the age of the children is considered. In order that our readers may have an idea of its merit, we will say that it would compare favorably with the writing in hotel-registers generally.

CHICAGO REPORT.—The Fifteenth Annual Report of the Board of Education of Chicago comprises a volume of 311 pages, of beautiful typography, and contains a complete history of the administration of the school system for the year 1868-'69. The Reports of the President and Superintendent are the principal documents, and contain many suggestions of general educational interest.

After noticing briefly various desired improvements, President Briggs discusses quite fully the question of corporal punishment. The opinions of various school-committees, east and west, are quoted, clearly including this method as one of the proper punishments for use in the administration of schools. The President states that by reference to the records, which are made to include every case of corporal punishment, however trivial, it will be found that the number of punishments daily is only two to every ten or twelve thousand children in attendance. The necessity of greater attention to the study of natural science is very strongly urged.

The Superintendent's Report is a careful statement of the work done in the schools during the year, and of their condition at its close. We wish that his statement of the perplexities and trials of the teacher's work might be read by every parent. A deserved tribute is paid to the teachers for their zeal and faithfulness in the work.

We present some of the more important items from the statistics of the report, and, for the sake of comparison, similar items from the Boston Report for the half-year ending at the same time :

Population of Chicago, October, 1868, 252,054; Boston, in 1865, 220,760.

Number of Districts.....	Chicago,	30;	Boston,	27
Number of High Schools.....	"	1;	"	4
Number of Grammar Schools.....	"	21;	"	28
Teachers in High Schools.....	"	16;	"	44
Total number of Teachers, except in Evening Schools,	"	481;	"	775
Average number of pupils belonging.....	"	22,848;	"	33,535
Average attendance.....	"	22,065;	"	31,126
Per cent. of attendance.....	"	96.6;	"	93.3

Average number of Pupils belonging per teacher:

High Schools.....	"	32;	"	30
Grammar Schools.....	"	—	"	49
Primary Schools.....	"	—	"	47
Grammar and Primary Schools.....	"	52;	"	—
Average attendance at Evening Schools.....	"	1,005;	"	717
Average number belonging in High Schools.....	"	446;	"	1,064
Average number belonging in Grammar Department	"	4,010;	"	18,043
Average number belonging in Primary Department.	"	18,382;	"	14,384
Total cost of Instruction per pupil.....	"	\$24.49;	"	\$29.29
Average number belonging in all the schools in 1859..	"	6,649;	"	25,315
Number of Teachers of Music.....	"	2;	"	5

Among the most satisfactory results of the year in Chicago was the final examin-

ation of the schools in Singing. The examination consisted in reading at sight music prepared by a committee of gentlemen not connected with the schools. Out of the nineteen Grammar Schools, eleven had an average of over 90 per cent., and of the twenty-seven Primary Schools, examined upon exercises adapted to more elementary work, only eight fell below 90 per cent. Such proficiency was reached through instruction given by the regular teachers of the schools.

OFFICIAL DEPARTMENT.—The communications of the State Superintendent which regularly appear in the pages of the Teacher are of great value to all persons connected with the administration of the public-school system. Careful attention to them will avoid many irregularities and much confusion which might otherwise arise. The article in the present number is of especial importance, in view of the approaching spring elections, and the attention of all school-officers is invited thereto.

CONSTITUTIONAL CONVENTION.—Among the most hopeful indications of progress is the action taken, of the convention now in session at Springfield, in introducing into the new constitution a clause prohibiting division of the school-fund among private or sectarian institutions. The clause reads as follows:

"Neither the General Assembly, nor any county, city, town, township, school-district, municipal or other corporation, shall ever make any appropriation or pay from any public fund whatever any thing in aid of any sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other institution of learning, controlled by any sectarian denomination whatever; nor shall any grant, donation of land or personal property ever be made by any such public corporation for any sectarian purpose whatever."

The unanimity with which it was adopted, the vote being 43 to 9, may be taken as a very emphatic expression of the opposition of the people of the state to any attempt to divert any portion of the public-school fund from the purpose for which it was designed.

Another evidence of the freedom of the convention from any spirit of party or sectarian prejudice is shown in the rejection, by a vote of 42 to 27, of a proposed clause prohibiting the education of white and colored children in the same schools.

STATE UNIVERSITY.—It will be remembered that at the meeting of the State Association at Ottawa a Legislative Committee was appointed, to present before the convention at Springfield such amendments as should be made to the educational article of the constitution. The committee has performed its mission. Among the questions presented by them was that of the establishment of a State University upon a plan more comprehensive than that of any institution yet organized in the state. Being actively engaged in their regular school-duties, the committee had but a limited time to give to their mission. In their behalf, Hon. J. W. Fell, of Normal, has prepared a memorial to the convention, in which the need of the state for such an institution is fully presented and its claims are ably urged. Many members of the convention think favorably of the project. It is hoped that all teachers and friends of education throughout the state will lend every aid for the accomplishment of so noble a purpose.

THE CINCINNATI CONTROVERSY.—It will be remembered that, last year, the

- Cincinnati Board of Education, after a heated discussion, passed a resolution prohibiting the reading of the Bible in the devotional exercises of the schools. At the instance of some of the people, the Board were enjoined from carrying their resolution into effect. The case was fully and ably argued before the Superior Court of the city. After due consideration of the subject, the court has rendered its decision, making the injunction perpetual. The court were divided, two to one. It is the intention of the counsel for the Board to appeal the case to the Supreme Court of the state, whence it may be taken to the Supreme Court of the United States.

WHAT TEACHERS NEED. — One of the oldest and most successful educators in the state, now a County Superintendent, in writing of the situation in his section, says: "Nothing would be so valuable to our teachers as definite instruction in the work of teaching, taking up the different branches and presenting methods as you would to a teacher who fell asleep forty years ago and had just waked up. Especially would this be valuable on Reading. I have more trouble with that than with every thing else. Children are taught *a, b, c, et al.*; to spell the long unmeaning columns in the Elementary Spelling-Book; and then go stammering through other reading-books without once thinking that a word or sentence is intended to suggest or express an idea. Can we not have a few articles beginning with the child's first day at school and ending with the Fourth Reader? If I can get pupils on right so far, I have no fear about the rest. One point that I want to have brought out is this, viz., every sentence the child reads, no matter whether on card or in an advanced class, should so distinctly impress his mind with an *idea* that he can give an intelligent answer to the question 'What do you understand by that?'"

Such plain statements of the wants of the schools and teachers of the state are always gladly received. They enable us to make the Teacher more completely answer its purpose — that of giving real aid in the work. Send them in. Under the head of 'Deeds and Plans', farther reference is made to this subject.

MATHEMATICAL GEOGRAPHY. — Rev. I. Wilkinson, Superintendent of Schools, Jacksonville, sends the following classification of topics in this study. The system is quite exhaustive, and will be found a great assistance in teaching the subject. If the plan suggested be carefully followed by the teacher, it will be found very complete, though it may not be practicable to adopt it fully in class-instruction. The divisions of the subject are as follows:

Shape. 1. *Sphere*; proofs: ship, pole-star, eclipse, circumnavigation, vertical lines, horizontal lines, attraction, actual measurement, analogy. 2. *Oblate Spheroid*; proofs: pendulum, latitude, centrifugal force, analogy.

Size. Diameter, circumference, area, solidity.

Points. Lines. Circles. 1. *Poles*: north, south. 2. *Lines*: axes. 3. *Circles*. Great: equator, meridians, rational horizon, ecliptic. Small: parallels, tropics — Cancer, Capricorn; polar — Arctic, Antarctic.

Division by circles. 1. *Hemispheres*: Northern, Southern, Eastern, Western. 2. *Longitude*: East, West. 3. *Latitude*: North, South. 4. *Zones*: North-Frigid, North-Temperate, Torrid, South-Temperate, South-Frigid.

Motion. 1. *Daily*; proofs: day and night, ball from tower, flattening at poles,

gravity at equator, pendulum experiment, analogy. 2. *Yearly*; proofs: squares of revolution, aberration of light, analogy. 3. *Sidereal*; proof: appearance of stars in Hercules.

Position. Distance from Moon, distance from Sun, distance from Sirius, distances from other planets, inclination of axis $23^{\circ} 30'$.

Effect of motion. 1. Day and night. 2. Change of seasons.

Modes of representing the Earth. Globe, orrery, tellurian, Luna Tellus, maps and charts.

VENTILATION.—In his article on this subject, Mr. Gastman speaks directly upon the practical bearings of the question. He writes plainly and understandingly upon a matter of no secondary importance. The supply of a man's portion of sunshine and pure air should not depend upon the sensations or caprice of any body. From them all nature drinks in its life and beauty, and whoever, in building a school-house, shuts them out, deprives the school-room of its life-giving elements. Mr. Gastman has for years studied the matter, and is ready to give the results of his investigations to any desiring information on the subject. In a note accompanying he says: "It might not be improper for you to say that, if any school-men care to avail themselves of my experiments in this line, they can do so, 'without money and without price', by writing. If I had known what I do now four years ago, I might have saved several hundred dollars and some mortifying failures."

SMALL-POX.—We notice that in some localities the schools are much broken up on account of the prevalence of this disease. This fact suggests the inquiry whether the children of the various neighborhoods, especially of the villages and towns of the state, have been protected against its ravages by vaccination. If proper care is taken, this practice is considered by medical authorities to be perfectly harmless and a sure protection against a loathsome contagion. In some of the large cities medical boards are urging the enactment of a law compelling the vaccination of all children, and none are admitted to the public schools without evidence of having been vaccinated.

SUPPLY OF TEXT-BOOKS.—Since writing the article on 'Cost of Text-Books', in the November number of the Teacher, we have been gratified to learn that, in a few instances, in the country districts, the plan there suggested has been practiced, with the most gratifying results. By buying books and stationery for the whole school, the directors save to the children from twenty-five to fifty per cent. of the money they would otherwise have expended. Besides this, the fact of a uniformity of text-books secured is an item of much more importance than any pecuniary gain.

INDUSTRIAL UNIVERSITY.—By the kindness of Prof. Baker, we are in receipt of a copy of the Second Annual Report of the Board of Trustees of this institution. It forms a pamphlet of 372 pages, and, besides the report of proceedings of the Board of Trustees, contains, for the most part, the lectures given and discussions held at the first annual course. These, being, as they are, the results of much study and experience on the part of the men who have made their several subjects specialties, form a volume of exceeding value to all interested in agricultural pur-

suits. It is matter for great gratification that the university is, at the start, able to present so valuable a record of its doings. The institution is moving prosperously forward.

PROF. BEAL.—This gentleman, whose contributions to the Teacher are doing much to attract the attention of its readers to the study of Natural History, has been engaged to deliver an extended course of lectures on the subject, Botany, in the Michigan State Agricultural College, commencing July 10. The Prairie Farmer says, "Prof. Beal's reputation insures an interesting and successful course, and we congratulate the institution on securing his valuable services."

SUBSCRIPTIONS.—All the teachers of the Shelbyville schools save one (ten out of eleven), subscribe for the Teacher. If all the teachers in the state should do equally well, our list would be larger than that of any other educational journal. Thanks to the numerous County Superintendents and other friends who are actively aiding the extension of the list. We will try hard to merit your favors.

EDUCATIONAL NEWS.

ILLINOIS.

NOTES FROM CHICAGO.—Our course of six scientific lectures was inaugurated Saturday, Jan. 8th, by Dr. E. A. Andrews, his subject being *Recent Geology*. For fifteen years he had been an interested observer of certain facts bearing upon this subject. He had also collected the reports of all the Railroad and Harbor Surveys in the Northwest, from which observations and facts he claimed he had certain proof of his theory; which is, in brief, that the present geological age, or the Age of Man, dating from the close of the Drift Period, began not less than 7,500 years ago. The boulders scattered about the surface in Wisconsin and Illinois had evidently been brought there from north of Lake Superior. There are certain mound formations which make it almost certain that these boulders were conveyed by a water agency, rather than by ice according to Prof. Agassiz. At any rate, there are certain proofs that during the Drift Period this section of the country was submerged with water. From the fact that there are no traces of beach-lines till within 32 feet of the present level, the lecturer concludes that the subsidence of these waters must have been sudden—the result of some geological revolution. The lakes have had three different levels: the first 52 feet above the present, then dropped to 30 feet above, from which they subsided to their present level. Wave action is admitted to be a uniform geological force. From observations made during the last forty years, it is found that the average recession of the shore-lines from wave action is 5.28 feet per annum. The entire recession is now $2\frac{3}{4}$ miles; hence, by dividing, we obtain the result as above stated. The lecture contained many statistical facts which have an important bearing upon the subject. On the following Saturday, the 15th, Dr. Blaney lectured on familiar Chemistry—taking for his subject *Fermentation*, and discussing somewhat at length the germination of

seeds, their growth, etc. The lecture was one of decided interest. Col. J. H. Foster is to deliver the next in course, on the *Physical Geography of the Mississippi Valley*. The other three are not yet announced, except that Major Powell is promised. . . . The schools are now in successful operation. All our troubles mentioned in the January number are at rest. The paymaster has paid his compliments and the city's greenbacks. . . . A. M. Brooks has resigned the principalship of the Dearborn School, and Miss Barnard, the efficient Head Assistant, is acting as Principal. A Miss Leech succeeds Mr. J. C. Pickard as teacher of Rhetoric in the High School.

DECATUR.—In a general review of the city, the Decatur Republican places the public schools in a high rank, and gives Superintendent Gastman proper credit for his efficiency in bringing them to their present excellence.

JACKSONVILLE.—The Institution for Feeble-Minded Children has issued its fifth annual report. The school is in a flourishing condition. It has sixty-three pupils. The number is limited by the capacity of the institution, and should not be considered an index of the appreciation of its benefits, for there are 245 applications for admission from our own state, while there are 23 from other states. The necessity of enlarged accommodations for this truly benevolent enterprise is strongly urged. The report is neatly gotten up, at the press of the Illinois Institution for the Education of the Deaf and Dumb. The buildings for the Asylum for the Blind, not long since destroyed by fire, are so far rebuilt that the school is again opened.

PEORIA.—The new Board of Education are working the schools up to a more efficient condition. By a revision of the rules, many valuable regulations have been introduced. School-hours for all grades of pupils have been limited to five and a half. Under the administration of Superintendent Dow, the monthly institute has greatly increased in interest and profit. At the last session a class-exercise in Reading was presented by Miss Ramsey, and one in Decimal Fractions by Mr. Pillsbury, of the Second-District School. President Edwards briefly addressed a few words to the teachers, on the necessity of thoroughness in their work and in preparation for it. His remarks were forcible, and calculated to excite new thought upon the subject. These institutes number among their attendants many more than the teachers in the city schools.

CRAWFORD COUNTY.—A very interesting session of the County Institute was held during the first week of February. The attendance of teachers was larger than at any previous meeting, and greater interest was shown by the people. Superintendent Burner is working up the educational forces of the county to greater activity.

FULTON COUNTY.—The spring session of the County Institute will meet on the first Tuesday in April.

OGLE COUNTY.—Superintendent Wells has prepared a little blank for use in reporting weekly various items concerning attendance at school. These are dis-

tributed among the teachers of the county, who fill them out and return for publication in some of the county papers. He has sent us the report for the week ending Feb. 4th. The number enrolled varies from 10 to 67; per cent. of tardiness, from 0 to 150; per cent. of attendance, from 48 to 99. In general the attendance was excellent, only eight out of fifty-two schools reporting having less than 80 per cent. The Rochelle Union School, with an average attendance of 280, did not have a single tardiness.

WOODFORD COUNTY.—From the very full annual report of Dr. J. M. Clark Superintendent of Schools, we gather the following items: Of the 107 districts in the county, all but four have had school for six months or more. Only a single one has had no school. During the year an attempt was made to improve the attendance by offering a prize to the school having the highest average. The average \$6.8 took the banner. Other schools reported variously, down as low as 63.8. To prevent the evil of multiplicity of classes, it is recommended that only one series of books be allowed. Of 3,015 pupils in 81 ungraded schools, all but 26 were studying reading and spelling, 35 per cent. studied mental arithmetic, 27 per cent. practical arithmetic, 21.9 per cent. geography, 7.7 per cent. grammar. In 19 of the schools writing was not taught. A movement in the direction of a County Normal School was inaugurated by an institute held during the month of August. The result was successful beyond expectation. The aggregate attendance was 123. The exercises were chiefly conducted by Messrs. J. P. Wood, of Washington; D. C. Taft, Minonk; and J. T. James, ElPaso. Mrs. Mary Howe Smith, from the Oswego Training-School, N. Y., added greatly to the profit of the occasion by her instruction in Geography. Prof. Hewett, of Normal, was also present.

JOTTINGS.—*Mr. Editor*: The institute at Pana, in January, was largely attended. Dr. Edwards, E. P. Burlingham, and Prof. Hewett, gave evening addresses. The people turned out in large numbers to hear.... J. Piper, Esq., President of the Iowa State Teachers' Association, has just favored the people of Cambridge with an able address. The school there is in charge of B. F. Barge, Esq., and shows thorough drill in Mathematics. They have a nice new house partly finished.... The teachers of Henry County are keeping up several district associations.... Messrs. Broomfield and McDowell, of Mendota, are both at work in good houses, and are in earnest. They propose to stand foremost in all that makes a good school.... Of the Galesburg Schools, J. B. Roberts, Sup't, it is enough to simply say *he* is Superintendent. They have just moved into a fine new building in the Fourth Ward. The building is a nice one, and was planned by the Superintendent, showing what a *practical teacher* can do. The people do not thus have to spend thousands on plans just as well suited to a court-house as a school-house. o.

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FIRST LESSONS IN BOTANY

BY PROF. W. F. HALL, MICHIGAN, ILL.

THE study of Botany has become so popular that there is scarcely a school of any pretensions which does not give it a prominent place in the programme for the Spring term. Each member of the class is supplied with a text-book, and lessons are assigned, learned, and recited, the same as in History, Geometry, and Rhetoric. Very few flowers of spring have yet been called out by the treacherous sunshine of March and April. The weather is unpleasant, the recitations short, the teacher busy with other duties, so that, in many cases, no specimens are found in the school-room for several weeks. The books are well illustrated, and the objects supposed to be already familiar, so the ideas conveyed by the text appear to be comprehended by the students. A few stray seeds, branches, roots, or flowers, find their way into the recitation-room, but the words of the text-book demand most of the attention.

I will not make a wholesale condemnation of text-books on the subject, because some of them are of great value in their place, but suggest that they be laid on the shelf for the first few weeks of the course. Every educator will admit that one of the prime objects of this study is to cultivate the observation,—not of printed letters and wood-cuts, but of the genuine products of nature. "How shall we get at it? If no books are used, no lessons can be assigned, and the students can not study. They will become lazy, mischievous, and disorderly." Let us see if these and other objections are true. Put to soak, over night, a handful of beans, peas, pumpkin-seeds, a few seeds of apple, morning-glory, oats, wheat, buckwheat, and Indian-corn. If you can find under the wet leaves a few maple-seeds, acorns, beech-nuts, hickory-nuts,

horse-chestnuts, or buckeyes, so much the better: bring them in with the other seeds for the first lesson, and place them in the hands of the students. It will be a novelty, at first, and they will incline to think it only for amusement. This notion will soon disappear when they are told to look at them carefully and cut them in pieces—that you expect them to do their best, and apply themselves as diligently as they would on the first lesson in Latin or Algebra. Do not be in too great haste to tell them what you know so well.

In these lessons, start out with these rules: Not to give any names until the object is discovered and the students feel the need of a new word. Never tell them what they can find out for themselves without consulting books or persons. In the bean, for example, they will soon detect all the parts—seed-scar, two seed-coats, two seed-leaves (remember not to say they are seed-leaves), the radicle, and the plumule. Each of these may be found in the apple-seed, pea, squash, and maple, and compared in size, texture, shape, etc. These may be named and the names learned. Now we need a few seeds that have sprouted and grown so as to show several leaves and roots. With the aid of such specimens, which the teacher or some of his pupils had grown in a box of damp earth or cotton, some one or all of them will be very likely to discover that the cotyledons of the squash or maple are only leaves thickened to serve a special purpose. The cotyledons of bass-wood (*Tilia*) are lobed and thin, and soon become quite green. The plumule and radicle will also be found to be the ascending and descending stems. By comparison, the thick cotyledons of the pea and acorn will be seen to correspond with those already understood. Seeds of the violet, morning-glory, corn, etc., will contain an extra mealy substance called albumen.

The pupils are now ready for a few technical names of different parts of the leaf. If leaves or flowers are easily obtained, I see no reason why they might not just as well be used for the first lessons. In stead of a book-lesson each one may be required to prepare or bring in one or more specimens for use next time. For this give him credit as for learning a lesson.

What was done to the seeds to make them grow? How is it that some seed-leaves come out of the ground, like those of the bean and melon, and others, like the pea and acorn, do not? On limbs of shrubs and trees notice shape, size and position of the buds and leaf-scar—whether they are all alike on the same plant, whether they all contain similar parts. The limbs of the elm or bass-wood are good for noticing a simple arrangement of buds. The scars left by bud-scales in pre-

vious years will enable them to tell the age of most woody branches. The dots left by leaf-scars in the buckeye or horse-chestnut mean something. They equal the number of leaflets supported by the stems which grew over them. A cross-section will reveal concentric rings, which will indicate the age of a branch, the same as shown by the scars of bud-scales. A few judicious hints as to where to look and what to look for will put the pupils on the right track for great discoveries. A comparison of tendrils, spines, potatoes, artichokes, Solomon's seal, etc., will show them to be different forms of stems.

Take one or more beans which have sprouts an inch or so long. Begin just below the cotyledons and prick with pen and ink a row of dots equally distant from each other. Do the same upon a young internode above the cotyledons. Allow the plant to grow for a few days, and on reexamining the dots they will be found farther apart than at first. The radicle and an internode above, then, grow alike by elongating throughout the entire length, illustrated by stretching a piece of India-rubber. Making similar dots for an inch or so along the end of a root (not radicle) will show that it elongates only very near the extremity. A little way from the end, the dots remain for weeks just as far apart as at first. This done, pupils will never forget one of the fundamental differences between roots and stems.

A few cross and vertical sections of oak or beech or maple will be sure to convey a true idea of the rings of growth, the bark, the pith, and medullary rays. Without this not over half the class will understand the subject, no matter how well they can say the words of a book. Why is the bark cracked and tattered? It is pushed out every year to make more room for the growing wood within. Pieces of corn-stalks will best show endogenous growth.

By this time you can find early flowers. A plenty of one kind will be enough for the first lesson on flowers. Tell the names of parts, draw them and write the names on the blackboard. After such studies, without the plant before him, ask a student many questions—such as the color, size, number and position of parts with reference to each other; their proportions; the union of the same sets with each other or with different sets or whorls. Compare the first flower with the second, and the third with the other two: wherein do they resemble each other? what is the difference between them?

The study of leaves—venation, outline, etc.—will be an easy subject to make interesting. A little attention will induce some of the class to press specimens of leading forms, or a variety from the same species—as those of sassafras and raspberry. They can be fastened

to a large card, varnished, and named with reference to their shapes. Early in the course it may be best to briefly tell the uses of leaves in building up the plant and purifying the air. (Do not call them lungs, because their action is so different.) Other uses will occur to the minds of some—as protecting roots, falling seeds and small plants from frost, enriching the ground, etc.

In inflorescence, compare and require all to see how one kind may be changed into another. The distribution of seeds by natural means is a department in Botany affording great opportunity for new discoveries—new to the student, and perhaps new to the scientific world.

The movements of bees, wasps, butterflies and other insects upon flowers, especially those of the milkweed (*Asclepias*), Orchids, Iris, Laurel (*Kalmia*), diœcious and monœcious plants, many of which can not be fertilized and will produce no seeds without the visits of insects. We should have fewer apples, cherries, no melons, squashes or pumpkins, without bugs and bees to transfer the pollen.

In the analysis of small flowers, do not be satisfied with a microscope which must be held in one hand, but contrive some plan by which both hands may be free for dissection with knife and needles while the object is magnified. Small pocketlinen-provers, costing seventy-five cents set on a piece of glass which rests on a thick block or book, will serve a very good purpose, if a strong light is thrown on the objects. Number five needles pushed into pith of small twigs, head first, with forceps, will make nice implements for dissecting small objects; also use a small *sharp* knife or razor: this is the best use for the razor.

After a few weeks, or sooner if the ingenuity of the teacher is exhausted, the books may be taken from the shelf and lessons assigned. They will be read with greater delight than they would before any lessons such as are here suggested. If possible, take some pains in selecting flowers for analysis, procuring those of certain families only, as *Ranunculaceæ*, *Cruciferae*, *Leguminosæ*, *Violaceæ*, *Rosaceæ*, *Labiatae*, *Umbelliferae*, *Compositæ*. By so doing the class will soon learn to recognize many of the most important and well-marked natural families.

The majority of students are apt to think that there is nothing to learn about a plant after they have ‘analyzed’ it, which means to tear it to pieces enough to get some idea of its structure, to trace it through an artificial key, guessing at the points which they do not readily understand, and finally stumbling upon a name, as *Claytonia Virginica* or *Lupinus perennis*, the common name of which they knew before. It is too much like ‘doing sums’ to get an answer which is before them—

no matter if the answer be wrong. Impress it upon the minds of pupils that the specific and generic names are of comparatively little importance; that the key in the text-books of Gray, Wood, and others, is 'artificial'—that it is only useful to find the name of a plant belonging to an unknown family. The less time spent on such a key the better, after understanding how to use it in case of necessity.

To a certain extent, every one must follow his own plan in teaching Botany, as in every thing else; but if begun in good faith, somewhat as here suggested, the pupils will become sharp observers, learn to rely upon their own eyes, and to be independent of books and teachers. They will be most apt to acquire a love for the science, to become original thinkers and investigators. They should study plants and refer to books, and not study books and refer to plants.

PHONIC ANALYSIS.

BY F. HANFORD.

AN article on this subject, containing many valuable suggestions, was published in the Nov. number of the Teacher. Believing that more attention should be given to Phonic Analysis than it receives, I feel warranted in attempting to emphasize its importance.

To many the subject seems puerile, because they have seen no good results follow from an almost useless drill in the mere utterance of sounds as represented upon the charts of Page and others. If Phonic Analysis is worthy of any attention, it certainly has some definite office to perform in the economy of instruction, and it is of this definite office I wish to write.

If it were asked what is the first step to be taken in educating a child, nine persons out of ten would reply, "Teach him to read"; and further if it were asked how he should be taught to read, nine teachers out of ten would reply, "Teach him his letters": that is, teach him to read by the alphabetic method. In the first instance, it is forgotten, if known at all, that the first elements of knowledge are derived through the medium of the senses, and, consequently, that the child-mind is most ready to receive and appreciate such knowledge as can be communicated through that medium; and that therefore much time, at the outset, should be devoted to instruction in the form, size, color and more obvious qualities of familiar objects, for the purpose of developing ac-

curacy, and enlarging the sphere of observation, and giving facility of expression. In the second case is ignored the fact that the sight of a letter, or group of letters, does not suggest definite thought until the pupil has first learned the true office of letters, viz., to represent elementary sounds; nor is this any the less the true office of a letter because our language is not a phonetic language.

Nothing seems more absurd than to begin with teaching a child that one character is 'a', another 'b', another 'c', etc., and that c-a-t is 'cat', and then expect him to *infer* that c-a-p is 'cap'. No wonder he often staggers the one so teaching him, with boldly asserting that p-i-g spells 'cow'. He has not learned the true office of a letter; the characters suggest no sounds, the sounds suggest no characters. And every one who teaches reading by this method knows that no substantial progress has been made, until the pupil has unconsciously accepted the fact that letters are representatives of sounds; so that when he hears a word pronounced he can at least approximate the orthography, and when he sees the written word he can approximate the correct pronunciation.

Now, why leave the pupil to grope after this knowledge? Why not put him in possession of it at the beginning? It may be objected that to separate spoken words into their elementary sounds requires more capacity than the child possesses. To this I reply that sound is an object of sense, and that its manifestation in the utterance of simple words is quite readily observed when the subject is *skillfully presented*; and further, that by taking it up at the outset positive instruction is given in what must otherwise be learned *by absorption*.

To be more explicit, I present in brief a method of teaching reading to beginners that commends itself to me as both practical and consistent with the laws of mental development. It has been tested to some extent, under my supervision, with results that strengthen my faith in its soundness. It is to be understood, of course, that other instruction, involving the active use of all the senses and of memory, should begin at the same time, so that variety enough to furnish employment and interest shall be secured.

First, it is best to teach, by the 'Word Method', from the card or blackboard, twenty or thirty monosyllables whose sounds are represented by an equal number of letters; the list consisting of the names of familiar objects, with enough adjectives and verbs to supply material for sentences. The ability to read so soon imparts intense satisfaction, and insures a willing ear for what may follow.

Second, draw their attention to the fact that each written word consists of one or more characters, and excite a curiosity to know the rea-

son for it. Then present the synthesis of a few spoken words, such as 'so', 'no', 'cat', etc.; that is, utter each sound of the word selected, require the class to do the same; have the class repeat the sounds, again and again, each time diminishing the pause between, until they discover the word formed.

Next, tell them that all spoken words, with very few exceptions, are made up of two or more pieces, called sounds, and proceed to the analysis of a few words. This last step can be accomplished with little difficulty, if patience and ingenuity are combined by the teacher in proper proportion. The amount of patience required will be in inverse proportion to the amount of ingenuity used.

Having selected a word to be analyzed, pronounce carefully, require the class to pronounce several times; first as given, then more and more slowly, until they can observe the action of the organs of speech in producing the different sounds. If they fail to observe correctly, call upon them to pronounce very slowly, and to fix their attention upon the first sound uttered; having obtained the first, their attention may be successfully directed to the second, by simply repronouncing the word, with that sound as the special object of study; or, it may be necessary for the teacher to produce the first sound, and have the class enunciate the remainder of the word; this fractional part being slowly uttered, its first sound is easily observed, and thus the second sound of the word is secured; proceed in like manner until the word is mastered. Treat similarly a number of the words which they have learned to call at sight from the cards and blackboard. They are now ready to be taught the use of letters.

Select a word whose sounds and written representatives are equal in number, such as 'man'; draw them into conversation about men, and ask what you must do if you wish to inform an absent friend about the deeds or death of a certain 'man'. Some one will respond, "Write to him." Standing at the blackboard, call for the first sound in the word, print 'm', and say "that will make him think of that sound"; call for the remaining sounds, print their letters, and finish with giving the names of the letters. Follow 'man' with 'can', 'ran', 'pan', so that they may apply the knowledge got from the first word. Take other monosyllables which contain no 'silent letters', and are written with the 'legitimate representatives' of their sounds, until most of the alphabet is learned. From these, pass to words which will introduce the fact that the same sound may be represented by different characters, the same character may represent different sounds, and that in writing some words we use letters that stand for no sounds, and that herein lies the chief difficulty in learning to read and 'to spell'.

The words of each exercise, after the study of letters is begun, should be carefully printed on their slates, by the class, and brought to the next recitation for inspection. The letters put on the board by the teacher should be printed with all the exactness of form possible, so that the pupil may have correct models. Much of the so-called printing, done by both teacher and pupil, is a mere burlesque, that would do discredit to news-boys and boot-blacks.

Concert exercises in Phonic Analysis should be discontinued, for the most part, as soon as diffidence disappears.

Here, then, I think, we find a legitimate work for Phonic Analysis to perform. It has other uses to serve; and there are good ways and absurd ways of teaching it.

PROPAGATION OF PLANTS.

BY B. R. CUTTER.

In propagating by seeds, great care must be taken in sowing at the proper time, *i. e.*, when the seeds will have a proper temperature to vegetate readily. It is a safe rule that, for the hardier kinds, a low or medium temperature is required, say from 45° to 60°, and for the tender kinds from 70° to 90°. Inattention to temperature is one of the principal causes of failure. Follow the same directions, whether you sow in the garden or the house. We have not always a choice of soil in the garden; but let it be made light and friable, even if you have to bring in light earth, decayed sods, or leaves. Seeds at first need a fine, moisture-retaining soil, rather than a strong, fertile soil. In regard to the depth of covering, the old rule is the best known as yet: cover as deep as the diameter of the seed. If the seed is very small, or the soil very light, the depth must be increased. Many people think that seeds must be started in pots. Light shallow boxes are better. Take any box three or four inches deep; fill with the proper kind of earth; press down the top evenly and lightly; sow, then cover as directed. Water with a fine rose watering-pot, and place in a situation to comply with previous directions. Give the proper amount of light, heat, and air, and in a few days you will have a fine stock of plants. Keep them moist, and in a few days prick out into similar boxes, to remain till the season is far enough advanced to plant out where wanted.

Seedsman sell a good collection for one dollar, and for five dollars you can get every thing you would care to cultivate.

PROPAGATION BY CUTTINGS

is the most important of all the operations of the florist, and success depends more upon care than on skill: care in preparing the cuttings, care in placing them, and care in preserving the proper temperature. Greenhouse men propagate in a house where the temperature is governed at will. The heat is applied under the bench, to give what is termed bottom heat. In order to secure this, the bench is built directly over the flue or water-pipes, and covered with three or four inches of clean white sand. The condition of the slip at the time it is inserted in the sand is of great importance. It is not necessary that a cutting be made by cutting just below a joint. Bend the cutting: if it *breaks*, it is in the *right condition*; if it *bends*, it is *too hard*. Cut where it will break, trim off the lower leaves, then insert in the sand half or more of the length of the cutting. The foregoing directions are for soft-wooded plants; but for hard-wooded plants, like roses, the test of breaking does not apply.

We have now come to the critical part of the operation, preserving the proper temperature, which should be from 60° to 70° of bottom heat, and the house temperature from 10° to 15° less. The cutting should never be allowed to become dry, or even to wilt. To prevent this, water copiously. The cuttings should be shaded, and plenty of air given. The lower the temperature and the more air given, the better the plants will be. Be sure to pot the cuttings as soon as rooted, as the longer this is delayed the weaker the plant becomes, from want of room and the proper soil to assure a healthy growth. After potting, water well and shade the plants till they are well established.

PROPAGATION BY THE SAUCER SYSTEM.

This is so called because a saucer or deep plate is used to hold the sand in which the cuttings are placed. Fill the dish almost full of sand, and water till the sand becomes mud; then the cuttings are prepared as before described and inserted in the sand. Place the dish in the sun where it is warm. The *sand must not be allowed to become dry*, but must be *kept* in the condition of mud. The proper temperature is from 60° to 80° . When the cuttings are rooted, tend as before directed. Another way to root cuttings is to place them in a pot or box of sand, and cover with a tumbler or top of a goblet, and place in a moderately warm and light situation. Water occasionally, and in a few days they will root the same as by the other methods described. Whatever is done, try to have the sand warmer than the air, and you will be successful.

THE MARKING SYSTEM.

THE Illinois Teacher for February contains President Edwards's reply to our remarks upon his article on 'The Marking System', which we copied in our December issue. Our comments were not made in the spirit of controversy, but rather with the view of eliciting information on an important subject. The question raised by us was, "How may the marking system be used and its evil consequences be avoided?" Mr. Edwards answers this by repeating what he said in his former article, that "the chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained." This is very well, and, moreover, it is very simple in practice. All that is necessary to secure this purpose is for the teacher to announce at the close of each recitation the degree of the pupil's success as measured by some definite standard, and this would undoubtedly 'help pupils to a more accurate measurement of it than they could make unaided'. It is also evident that a *record* of these measurements would assist both teacher and pupil in comparing the pupil's success from day to day, and that averages at stated periods would increase the accuracy of the general estimate of this success.

This, as we understand it, is the marking system pure and simple, and, granting that the end is worth the means, it is not objectionable. But this is not the marking system in general use in our schools. The chief purpose of the prevalent system is *to incite pupils to greater efforts to secure a high mark*, and, to this end, the record is made the means of *comparing* pupil with pupil, school with school, and teacher with teacher. The historic purpose of the record is subordinated to its use as an incentive, and its incentive power is increased by giving holidays and other rewards to those who gain the required per cent. This use of the record perverts its significance, and, ignoring all differences in mental ability, past advantages, or present circumstances, it comes to be regarded as the index of the pupil's efforts and industry — *the measure of his actual merits as a pupil*.

It thus appears that it is the *use made of the record*, and not the record *per se*, that is largely responsible for the evils of the system; and hence we regret that Mr. Edwards did not meet the issue squarely by showing just how the record should be used. We believed that his views on this point would be very valuable as a guard against the abuse of the system.

Concerning a deportment record we have this question to ask: Does

the teacher's estimate of a pupil's deportment help the pupil to a more accurate judgment? On the contrary, is it not true that at least the majority of pupils know better than the teacher how far they have met their obligations? The teacher may, it is true, make a record of the failures which he has observed, but this is not estimating pupils' deportment *on a scale*—the practice to which we objected. It is one thing to record observed cases of disorder, but quite another thing to make a numerical estimate of the merits of a pupil's conduct. The latter necessitates constant espionage to insure needed accuracy. We are aware that some teachers subtract the cases of disorder observed from a given number, as ten, and let the difference represent the pupil's deportment. The accuracy and value of such a record are alike questionable. Other teachers resort to the system of self-reporting, and require their pupils to rate their own deportment, with such checks as the teacher's observations may impose—a practice which we can not here discuss.

Both observation and experience lead us to believe that a deportment record should be confined to cases of disorder or failures in duty, observed by the teacher or reported by the pupil; that it should be a *demerit* record, as is the case at West Point. When the self-reporting system is used—and a few teachers are doubtless able to use it successfully—the items reported, as communications, tardiness, etc., should be definitely defined, and generally they should be such as do not involve moral guilt. To require the pupils in any school to report the number of falsehoods they have acted or uttered would be a very questionable practice.

We wish to say, once for all, that we do not condemn the proper and legitimate use of the marking system. We believe that it may be used in colleges and high schools with great advantage. The size of the classes in schools of this grade and the amount of time devoted to each permit a critical examination of each pupil without sacrificing other ends of the recitation, and, moreover, the keeping of the record consumes but little time. But in schools of lower grade the case is different. In many of our primary and secondary schools there are from twenty to forty pupils in a class, and the time devoted to each recitation does not exceed twenty minutes. Whoever tries the experiment in such a school will find that the recording of recitation marks and the making of record averages consumes an 'appreciable' amount of time. The use of the system in graded schools, except by individual teachers and for their own purposes, is not warranted by experience. The results secured do not compensate for the time and labor involved, and,

besides, the averages are sure to be regarded as a measure of the success of teachers and the merits of pupils. The abuse of the system is almost inevitable.

Ohio Ed. Monthly, March.

DO N'T WASTE YOUR POWDER.

BY FRANK H. HALL.

Much of the teaching done by young and inexperienced teachers may be appropriately styled *random teaching*. They fire without taking aim, and trust to good luck for the result. To-day the pupils are required to answer such questions as the following:

Four plus six are how many?

Eight plus five are how many?

Nine plus seven are how many?

To-morrow, without once referring to the lesson of to-day, the questions will be, perhaps, as follows:

Six plus three are how many? Five plus seven are how many? etc.

The spelling recitation is conducted in a similar manner. To-day the pupils are required to spell the words on the 30th page of the reader. The word *February* is misspelled by more than half of the class, while Frank misses four words, John two, and Samuel one. To-morrow, without any reference to the words misspelled to-day, the scholars will be required to spell the words on page 35.

The reading is no better. To-day Bernie hesitated at the word *difficulty*, but a sly whisper from Myron enlightened him, and he passed on. His attention is not called to the word again until he reviews the book, when, the probability is, he will not recognize it.

This is all wrong. The members of the class in Addition should first be taught that one and one are two. They should not only *perceive* it, but they should be required to *commit it to memory*. The sum of two and one may then be taught, and the first combination reviewed. Teach one new combination daily, reviewing from the first, for a few weeks.

The following table shows the order in which the combinations of the digits may be taught:

$1 + 1 = 2$	$4 + 1 = 5$	$3 + 3 = 6$
$2 + 1 = 3$	$3 + 2 = 5$	$6 + 1 = 7$
$3 + 1 = 4$	$5 + 1 = 6$	$5 + 2 = 7$
$2 + 2 = 4$	$4 + 2 = 6$	$4 + 3 = 7$ etc.

Be careful that the pupils do *not* obtain the results by means of their fingers, lines, beans, or balls of the numeral frame. Such appliances are necessary that the scholar may gain a clear perception of the fact, but, this done, the memory should promptly be called into action.

When a class begins the Third Reader, the teacher should carefully note the words misspelled, and often review, requiring each pupil to spell the word or words missed by him the preceding day.

The same principle will apply to the reading exercise. The pupil who hesitated at the word *difficulty* should, at once, learn to recognize that word wherever it is found, and his attention should be called to it day after day, until he is perfectly familiar with it.

Much better attention will be secured during recitation when each pupil knows that every new word or combination taught to-day will be reviewed to-morrow.

Let the course here indicated be pursued, and the exercises of the school become to the intelligent pupil a continued story, any part of which he will not wish to lose. Indeed, the judicious teacher may use this as a lever to raise her percentage of attendance. Let every absentee be shown on his return to school that during his absence his school-mates have learned something that he does not know — that he has really lost something by staying away,—and the work of securing a good degree of punctuality is half done.

HOME LESSONS IN ORTHOËPY.—No. I.

BY THOMAS METCALF.

It is encouraging to note an increase in the number of teachers who give instruction in the vocal analysis of English words. This instruction, in connection with careful drill, will lead to better pronunciation.

We wish, however, to remind those teachers who are thus zealously dissecting words that the teacher's habitual example in speech will probably go quite as far toward determining the pronouncing habits of the pupil as all direct efforts at elaborate analysis.

No doubt some are ready to say, "I know the power of example; but, at my age, the correction of my own pronunciation is impossible—at least, it is extremely difficult. 'I can easier teach twenty what were good to be done, than be one of the twenty to follow mine own teaching.'"

It must be admitted that, though the standard as presented in Webster's Dictionary is not a very difficult thing to apprehend, yet the swift-moving tongue is prone to give forth, year after year, the errors with which it became familiar in its earliest utterances. We do not say that most teachers have made even the easy acquisition, and have learned to interpret the orthoëpic symbols. Facts forbid our saying so. To many who have become somewhat ready in this interpretation we say, "This ought ye to have done, and not to leave the other"—the moulding of your own pronunciation by the standard—"undone." The task proposed is indeed difficult, but it is not impossible. And, in the case of every one who still claims a place as an instructor of youth, this moulding, if not a thing done or doing, is a duty to whose discharge he should at once address himself.

We would not have any thing we are saying construed into distrust of the efficacy of thorough work in the phonic analysis of words. The elementary sounds are the reliable basis for a neater pronunciation than has yet become general: let these elements be mastered by the children; and let the principles of pronunciation be discussed and applied by the advanced classes in our public schools. But, while this work is in progress, let us who teach try our own words, 'lest we offend'. If we are willing to take the pains, some of us can double our power by bringing our example into harmony with our teaching.

Reserving for a future article some suggestions in regard to a strict elementary examination of our individual speech, we now invite the reader to note the way in which each word of the first list below is divided. Should it seem to be wrong, 'look it up'.

In respect to the words of the second list, we will say, that he who can at once pronounce them *without one misplaced accent* must have been a diligent observer in the department of orthoëpy.

In order to facilitate reference to the Dictionary, each list is arranged alphabetically. Adjective, noun and verb are denoted, respectively, by *a.*, *n.* and *v.*

1. Arab, as sur ed ly, *bo na fi de*, cov et ous, def i cit, doc ile, dy nas-ty, *fi na le*, fin an cier, fix ed ly, ho mæ op a thy; hy per bo le, pi a no for te, pome gran ate, psal mo dy, spe cial ty, *vi ce*.

2. Abdomen, acclimated, ally, *n.*, area, aspirant, avalanche, bitumen, canine, construe, *v.*, debris, despicable, dessert (service after meat), dis-course, *n.*, diverse, enervate, etiquette, exemplary, exponent, extant, fi-nance, frequent, *v.*, formidable, frontier, gainsay, gallant (polite), grimace, harass, horizon, idea, indisputable, instinct, *a.*, integral, interested, irref-ragable, irrevocable, lamentable, jaguar, kerosene, legislature, lyceum,

magazine, mischievous, moustache, museum, necessarily, opponent, ordeal, orthoëpy, pedestal, peremptory, placard, plateau, precedent, *n.*, pyrites, rationale, recitative, recess, recourse, refuse, *n.*, reprint, *n.*, research, *n.*, resource, retail, *v.*, vagary, vehement.

COLLEGE COURSE OF STUDY AND METHOD OF TEACHING.

BY PROF. F. W. GRAY.

I UNDERSTAND that the college is not a mere dispensatory of facts—not a thesaurus of knowledge, but a school of science. It is expected, of course, that the student will acquire knowledge, but the more legitimate object of his study is to acquire that discipline of mind and consequent power of thought which a knowledge of science alone can impart. He could go to the newsmonger for facts. He might bury himself amid ten thousand facts in a common library; he might explore the widest fields of knowledge, and yet remain comparatively weak. He must classify and generalize thought—he must study science if he would acquire power. There is infinite difference in the value of different facts, and from the infinite number of facts which go to constitute knowledge, those only should be selected for the college curriculum which organize into systems of truth and constitute science. Knowledge rises in importance and power as it is more and more classified—as it becomes more scientific; and though the world is full of isolated facts, which the philosopher may yet segregate and weave into science, the student is not now prepared to collect and classify them. He will do well if, in the short time allotted for his preparation, he but arm himself with the implements and provide the means for future aggression and conquest—if he but appropriate to himself and take advantage of the generalizations which the patient, profound study of the long ages past has wrought out. *To do this is the appropriate work of college life.*

The college is not polytechnic. It is antecedent and preparatory. It addresses itself to the *Homo*. It seeks to develop the whole man—all those faculties and powers which belong in common to men. Overlooking all the specialties of natural endowment and temperament—all differences of vocation, present or prospective, and the distinction of sex, it seeks to prepare the individual for the relation he sustains to society as a human being, and for the proper discharge of the duties he owes to mankind and to God. It will enable him to make a more judi-

cious selection of a profession. It will enable him to enter upon his work with a more skillful hand and a warmer heart. The choice of profession should be made in accordance with the 'bent of inclination', or any special form of genius-power which may appear, and this will give him destiny.

The field once fallowed may be sown with that kind of seed to which the soil and the sunlight will give the richest harvest. If this view be admitted, it would exclude from the college course of study what is merely *technical*, using the term strictly, and what is *professional*.

It is desirable to secure the greatest possible practicability and thoroughness in the studies pursued. This would be approximated by abbreviating the course of study as just indicated, and devoting more time to repetition and review. But it is seriously suggested whether there is not too much dependence upon books. The professor is often too much in his books, and students are allowed to feel too much that the book is the great authority from which there is no appeal. We have good text-books. There is no doubt of this, and we should not be ungrateful for the rich legacy which has been transmitted to us by the good and great of the present and former ages. But, in his relation to the student as a teacher, the professor is greater than all his books. In addition to the mere knowledge of the book, he brings to his pupil a better understanding of his peculiar difficulties, other and more varied means of illustration—a speaking countenance, a flashing eye, a warm and sympathetic heart,—and, thus qualified, can carry the learner up to a height of interest and a point of power to which he could not otherwise attain. 'Tis he, more than any book, that may speak the 'words that breathe, and thoughts that burn'. It will not, however, do to allow the student to depend upon the teacher. By means of suitable queries, and expressions of doubt, the teacher should put the student upon the defensive, and thus teach him self-reliance. In stead of going into the book with the student, let the teacher go with the student *to the thought*. With his book, and all books, in complete subordination, let them push on to the thought with determined and unfaltering purpose, till the goal is reached. To this end, it is suggested that the teacher assign, as the next lesson, not so many pages of a book, but a topic, and send his pupils out to all the books, with what curiosity and zeal to know the truth he may be able to inspire, to learn all that is possible for the next recitation. If studying Chemistry, let them go at once to the retort and crucible; if Surveying, to the staff and chain; if Geometry, to the rule and compass; if Trigonometry, to the rule and quadrant—to the precise thing to be done, using books only for *ref-*

erence, and teachers for a *guide when the way becomes too dark*. Thus experience will, at every step, test the value of what he has learned as a part of his manhood. I know, if the modes of teaching simply hinted at were adopted, it would require many great changes in the usual course of college instruction; and yet, it does seem that there are so many mere book-worms, mere theorists, as impotent in the real life of the business world as they are profound in scholarship, that something must be wrong in the college. Would not a change, of the kind suggested here only in vague outline, promote in the student *thorough, self-relying, available scholarship*?

S C H O O L G O V E R N M E N T .

BY J. P. SLADE.

IF I am not much mistaken, the majority of teachers find more difficulty in securing and maintaining good order than in the performance of any other duty. And it must be confessed that this is not the least important part of their work; for on it depends, in a great measure, their success. "Order is Heaven's first law"; and, as an eminent teacher has well said, "it is scarcely more essential to the harmony of heaven than it is to the happiness and success of the school." But the query arises, How can it best be secured?

The old proverb, 'Idleness is the mother of mischief', is not more true than suggestive. It suggests the necessity of keeping children fully and regularly employed during school-hours. I know, from experience, that to succeed in this respect requires no little tact and perseverance, especially when pupils have acquired habits of idleness and inattention. When this is the case, the teacher has a double task to perform: that of destroying the evil habits they have formed, and that of helping them to form better ones. He should give them only what he knows they are able to perform, and then should insist on having the required task completed at the appointed time.

Now, it may happen that some, who do not so readily comprehend as others, will fail, and yet do the best they can. If satisfied of this, the teacher should give them credit for their good will in the matter, and encourage them, while pointing out their errors. Perhaps those who have failed deserve more credit than others who were more success-

ful. Let such know that their motives and honest efforts to do the required work are appreciated. To censure, under such circumstances, would be great injustice.

The next thing to which I wish to call attention is the necessity of attending to those things which are regarded by many as the little transgressions. I am convinced that many teachers, and the same may be said of many parents, make fatal mistakes in this direction. They permit acts of disobedience to pass unproved, by appearing not to notice them. And they do it not because they see nothing wrong in them, but because they imagine this course will give them less trouble. In this they make a sad mistake. The pupil who does that which he knows is wrong, and finds the teacher fails to reprove him, soon concludes that he does not dare or care to speak to him in regard to his conduct; and, acting under this impression, he perhaps continues to take further liberties, till he becomes guilty, finally, of some gross impropriety, which the teacher, for the sake of his own reputation, if for no better reason, dares not longer neglect to notice; and the offender is, perhaps, severely punished, while, had the teacher performed his duty in the first instance, the last violation would, in all probability, never have occurred.

Let me illustrate. Some pupil, who has neglected to make the required preparation for recitation, when called upon to recite, tries to hide his negligence by deception, or by manifesting a bad disposition, in the hope of deterring the teacher from troubling him with more questions. The teacher, who comprehends the difficulty, but dislikes to deal with the case, appears not to notice the misconduct, and neglects to take any action in the matter. The result, perhaps, is that the pupil, emboldened by his success, soon commits an act of disobedience so open and flagrant that the teacher is aroused to the necessity of administering immediate reproof, and severe punishment is inflicted forthwith. Now, would it not have been infinitely better, in fact, would not the only sensible way of doing have been, to check the first manifestation of a bad disposition? When the first offense was given, perhaps a few words, delivered in the right spirit, would have been sufficient to prevent a repetition of the same or the commission of a similar act of disobedience. Usually, in such cases, a few words addressed to the pupils would lead them to see and acknowledge their faults. Such admission is of great value; for, should they repeat the offense, they would simply be doing what they have seen and admitted to be wrong. This fact would have a tendency to restrain them, for very few children will do what they know they will be called to account for doing, especially

when they have nothing to offer in extenuation of their conduct. In this way I would, if possible, lead pupils to control themselves. They should be led to see and feel that their conduct and progress at school, as well as elsewhere, depend upon their own exertions.

I wish to call attention to a very common error, especially with young teachers, that of making too many rules. It seems to me that no teacher is wise enough to make rules beforehand that will suit every case that may arise. And then, pupils whose conduct is to be judged by an established code of laws will be very likely to act on the principle that what is not prohibited is admissible. The simple rule 'Do what is right' is brief, but very comprehensive. With this plain rule in mind, a pupil has no excuse for doing any thing which he is not satisfied is right. By it a constant appeal is made to the pupil's conscience. It will have a tendency to lead each pupil to determine the character of his actions or conduct, in a given case, not by a set of rules, but by his own sense of right and wrong.

An objection may be made to this course, on the ground that not all children are equally able to distinguish between right and wrong. To this I would say that, in general, children have very correct views of the character of their conduct, and those who have mistaken views of the character of certain acts can usually be led, without much difficulty, to see wherein they err. The difficulty is not so much in leading them to see what is the proper course to pursue, as in leading them to regulate their conduct by the knowledge they have. And here let me say that teachers should, as far as possible, avoid making threats. It is sufficient for pupils to know that it is your purpose to see that they avoid doing what they know to be wrong. They should be early led to see that you can not look with much leniency upon a willful departure from what they know to be the path of duty. If kind and earnest words have not the desired effect upon pupils who have purposely disregarded your wishes, they must be reached in some other way. In short, they must be led to see, and, if necessary, feel, that the plain path of right is not only a pleasant one to pursue, but the *only* pleasant one. In pursuing this course, the teacher is left free to deal with offenders as he may think, from the nature of the case and the character of the pupil, will be most effectual. In some cases a public reprimand might be best, while in others a private one would be attended with much better results, and still others might not be successfully dealt with in either of these ways; for, as some times happens, there may be pupils who can not be reached except by the use of the rod. And while I admit, as will be seen by the last remark, that I am not one of those

who believe the rod should never, under any circumstances, be used in the school-room, I am far from being an advocate of its frequent use; for I firmly believe it is often used when the same and better results could be reached in another way. And each additional year's experience as a teacher only confirms me in this opinion. It must be remembered that the necessity for corporal punishment often exists in teachers as well as in pupils. A transfer of teachers is some times a striking proof of this. One person takes a school, and is scarcely able to maintain order and survive his term without the aid of the rod. Another takes his place, and succeeds in securing the love and obedience of the same pupils without finding any necessity for corporal infliction. The latter found the 'more excellent way' for governing pupils, and possessed an ability of which the former knew not, and he therefore succeeded. For the possession of this higher power, this ability to influence and control pupils with means more potent than any rod, the teacher should labor. Patience and kindness, with firmness and perseverance, will accomplish wonders. Not many can long withstand their combined influence. Then let teachers be consistent and uniform in their requirements, and give to the work in which they are engaged their best thoughts and energies, and they must succeed. The old adage, 'Where there is a will there is a way', contains a living truth. Others have succeeded in obtaining this power, and so may the teacher, if he will but put forth the effort. Let him not be content with small attainments, or satisfied with any thing short of complete success.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, April, 1870. }

WHAT IS A SCHOOL?

THE 20th section of the School-Law provides that "it shall be the duty of the County Superintendent to visit *every school* in his county at least once each year, and oftener if practicable", etc. Hence, the question may arise, What is to be understood by the term 'school' as used in this section.

The number of different schools which it is the intention of the legislature, in this section, to require every County Superintendent to visit at

least once a year can not exceed the number of school-houses, or places where schools are held, in each county. If, in a given district, and in a given building, there are taught two or three terms of school of three months each, during the same school-year, each by a different teacher, under a different contract, and, it may be, for different rates of compensation, it is to be regarded as *one school*, and not two or three, so far as the meaning and requirements of this section are concerned. One visit to the school taught in that school-house, by the Superintendent, in a given year, will satisfy the peremptory requirement of the law. He *may* visit it oftener, going once during the term of each teacher, if he sees fit and thinks it necessary; but the *law* does not require it. In like manner, each and every graded school is, in the sense of this section, but one school, irrespective of the number of rooms, divisions and departments that it may contain. In my biennial report I am required, among other items, to give the whole number of schools in the state; and in doing so I use the word 'school' in precisely the same sense as that given herein. To consider each term of school taught in the same house by different teachers, or each department or room of a graded school, as a separate school, and to report them as such, would more than double the number of schools given in the state report.

ATTORNEYS' FEES, ETC.

It should be the constant care of school-officers to avoid litigation, with its costs and strifes. Wherever I have been able to exert any influence upon parties, it has always been directed toward a spirit of compromise and conciliation, and against a resort to the courts in the settlement of school controversies. It is easy to go to law, but it is generally the very worst thing for school-officers to do. Besides the expense, delays, and general vexation, attending such suits, they are almost certain to engender more or less bitterness and ill feeling in the community, whereby the peace and prosperity of the schools are impaired, and lasting injury is done to the cause of education.

But, inasmuch as suits at law can not always be avoided, and instances may occur when it is clearly the duty of school-boards to invoke the interposition of courts, to protect the school-fund, or for other worthy ends, it is of use to inquire how attorneys' fees and other costs can be paid when it becomes necessary to employ counsel.

Since boards of school trustees have no power, under existing laws, to impose or levy taxes, for any purpose whatever, it follows that the fees of counsel employed by them, in actions to which they are proper parties, and other necessary expenses, must either be paid by them-

selves, individually, or from the school-funds of the township. In a suit brought against them, as a board, and which they are bound to defend, or in one which they are obliged in duty to bring, as plaintiffs, important interests affecting the whole township being involved in either case, it would manifestly be unjust and unreasonable to require the trustees to pay the necessary attorneys' fees from their own pockets. I think, therefore, that when a suit is brought by, or against, a board of trustees in their official and corporate capacity, involving some important rights or interests, pecuniary or otherwise, affecting the whole township and not merely a particular district thereof, and it becomes clearly necessary for said board to employ counsel to represent or defend them in such suit, it is obviously right and proper that a *just and reasonable* compensation, or fee, should be allowed and paid to the counsel so employed, out of the school-fund of the township. In all such cases the treasurer, who is *ex officio* clerk of the board, should make a full and careful record of the amount so paid, and the circumstances attending and warranting the same.

When school *directors* are necessarily involved, as a corporate body, in an action at law, under justifying circumstances similar to the above, the reasonable and necessary attorneys' fees should be provided for by a tax levied upon the district, as other necessary incidental expenses are provided for by law. In these views I have the concurrence of the attorney-general of the state.

STATE LAWS.

Copies of the School-Laws of the state, in pamphlet form, including all the latest amendments, can now be furnished to County Superintendents upon their application to this office, stating the number wanted. In June last, each County Superintendent then in office in the state received, and receipted for, a package of these pamphlet laws, containing enough to furnish one copy to every board of trustees and of directors in their respective counties, and some extra copies for office use. It was particularly requested that the laws should be distributed promptly, as above, one copy to each township treasurer, and one to the clerk of each board of directors. If this was done, it is difficult to account for the great lack of copies as reported to this office from all parts of the state. County Superintendents should impress upon school-officers, receiving copies of the law, the necessity and duty of carefully keeping and preserving the same, and also all other official books and documents coming into their hands. And when laws or other documents are delivered by County Superintendents to township treasurers, for dis-

tribution to boards of directors, receipts therefor should be taken and filed, so that, if there is misuse or loss, it may be known to whom the responsibility attaches. The greatest care, regularity and system should be observed in all these matters.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

THE FIRST DAY OF SCHOOL.—Every teacher remembers vividly the experiences of the first day in school, and those about to undertake the work look forward to it with a good deal of anxious speculation, with buoyant hopes or disheartening fears as to what the day will bring forth. It is not our purpose to say that these sensations are groundless. The first day is the most important one in the life of the teacher, and the most careful consideration and preparation should be made before its work commences. In the hope of being of some service to teachers just beginning their labors, we give a few suggestions concerning the day and its duties.

Inform yourself beforehand of the character of your school, its probable size, advancement in study, classification, text-books used, its moral character, and its peculiarities, if any. Such knowledge will enable you at the start to know the situation, and to make necessary provisions which otherwise can be made only after the lapse of considerable time. The school-officers will be able to give you much needed information, and, if convenient, it might be well to have a talk with the previous teacher.

When the day arrives, be at the school-house early. In some instances the early presence of the teacher may not be of great moment, but in all it will be an advantage—in some, very great. It is far better to be at the room, with every thing in order, and ready to receive your pupils as they come, than to let the task of reception fall on them. So important an item do some teachers consider this promptness that, if they can not be on hand the first morning, they stipulate that the commencement of the school shall be deferred a day.

Go to school prepared with paper, pencils, pen, ink, etc., so that the lack of them shall not embarrass your labors.

Make out beforehand a sketch of the things which shall receive your attention in the order of their succession. It may be that when the time arrives you will need to modify this order somewhat; but, with the plan before you, it is vastly easier to adapt it to the occasion than, in the embarrassment and strangeness of the situation, to form a programme with the risk of omitting many things necessary to be done. In anticipating the labors of the day, it would be an excellent disciplinary exercise to think over and write out, quite fully, the course to be pursued in every emergency that may arise.

Having made these preparations, enter the school-room with a confidence in your own ability to do the work, and a determination to succeed. This is a matter of

very great moment. The first day is a trial as well as a trying time. The teacher's character is put to the test, and every little pair of eyes is closely watching the result. And there are among them those—the leaders—who will be experts in their judgment, and, on their way home, will decide whether to bring their pop-guns and masked batteries of fun and mischief with them the next day, or not. If at the outset the teacher shows a self-confidence and ability which indicate him the master of the situation, his pupils will recognize them and submit at once to rightful authority, as the crowd do to one who has the manner and tone of a commander. If he does not show these, there are those who will be ready enough to question his strength, and his sway must be established by a struggle.

After the time has arrived for your work to begin, provide something for every pupil to do. They have come to school with an expectation to coöperate with the teacher in his plans, and a resolution to acquit themselves with credit. If advantage is taken of these facts, and industry is established at the outset, idleness is not allowed to enter and steal away their good resolutions. In assigning this work you can adopt, temporarily, the classification of the previous term, and state a particular time during the day for each recitation to be heard. The little children can be given some exercises with slate and pencil, or at the blackboard. In this arrangement such intervals of time as are desirable for attention to enrolling pupils, etc., can be provided for between recitations.

The only other suggestion, at present, is that the teacher should realize fully the importance and great responsibility of his work. It should not be a pastime for the purpose of gaining needed funds, nor should it be done because it is more respectable than some more menial employment for which there is greater adaptation. Whoever takes upon himself the task should remember that, whether he wills it or not, his acts are to shape the character of those who come under his care, and that a mistake or neglect is as potent for ill as is the best instruction for good.

THE NATIONAL BUREAU OF EDUCATION.—Despite the abuse which has been heaped upon it by the press of the country and by some of the authorities at Washington, the Department of Education still lives, with brighter prospects than ever before. It has been reorganized, with Gen. John Eaton, late Superintendent of Public Instruction in Tennessee, at its head. By those well able to judge, Gen. Eaton is said to be the man for the place. Before the war he was prominent among the leading educators of Ohio, and during the war took an active part in organizing and conducting a system of schools for the education of the freedmen. Inasmuch as the Freedmen's Bureau has been merged into that of Education, and the field for its practical operations is largely in the South, the succession seems to have come to a man trained for the position.

It is to be hoped that more of the practical work the Bureau was designed to perform will characterize its future. With all respect to the great learning and ability of Dr. Barnard, the late incumbent, we question the wisdom of the policy pursued by him. We appreciate the fact that the enterprise was established by him, and was conducted under circumstances peculiarly embarrassing, and that great allowances should be made. Whatever else the Bureau may undertake, we presume that it will find ample room for its present labors without going abroad to gather full details of the systems of education in some canton of Switzerland, or even of the Prussian system, however excellent these may be. The United States is a na-

tion whose institutions have grown out of the necessities of the case, and we apprehend that its educational system must be shaped by the same agencies.

While upon this subject, we wish to refer to the idea advanced by some of the more influential of the press of the country, that the national government has nothing to do with education, a work which should be left to the several states. It will not, probably, be denied that a republican government can accomplish its purpose in proportion as there is a high degree of intelligence among the people; also, that, as the masses of the people are ignorant, there will be a tendency to a concentration of power to a more or less limited form of monarchy. The history of the world is a grand illustration of these propositions. We assume, then, that universal education is a condition essential to the existence of an enlightened republic. Now suppose a state, in its sovereignty, sees fit to abolish its school-system, as Tennessee has done; or that the people neglect to establish a system, as is the case in other parts of the South. What is to be done? Reconstruct them, as it is now proposed to do. But what evidence is there that they will remain reconstructed the second time, any more than the first? Whether is it better, to compel them to adopt a republican government by force, or to educate them to such a degree that they will adopt it from choice?

Again, suppose some sect, having no sympathy with the principles of a republican government, shall take possession of one of the territories in large numbers, establish their social institutions, opposed in many respects to republican ideas, and train up their children in accordance with their peculiar notions, as the Mormons have done. What then? Let them prosper till they, in their boldness, become a terror to others and defiantly refuse obedience to the government, and then, at the expense of much legislation, money, and life, reduce them to subjection by force? Whether is it better, to pursue this policy, or, adopting the 'ounce of prevention', to establish a system of education for the territories, which shall secure a training for their youth in harmony with republican ideas?

There are other reasons why the government should take active measures to foster a system of free education; but it is not necessary now to mention them. There is great propriety in the passage of a law proposed in the House of Representatives, prescribing a uniform system of public instruction over the whole country, but exempting from its provisions those states which have systems already in operation.

NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS.—This body held a special meeting at Washington on the first ult. The object was, among other things, to lay before the national authorities the educational wants of the country, and to secure action suited to those wants. There were present a goodly number of the Superintendents from North and South. We give an outline of the business done.

Hon. Henry Barnard discussed the relation which the census of 1870 should bear to educational statistics. Resolutions were presented by B. G. Northrop, of Connecticut, in favor of admissions to the National Military and Naval Schools only after an examination of all candidates, and in the order of excellence shown by the examination. The resolutions were adopted.

W. D. Henkle, of Ohio, presented a report on school statistics, urging the adoption of some more uniform system, and recommending that the census or enumeration of school-children include those between six and twenty-one years of age, specifying separately the number between the ages of sixteen and twenty-one. He also

recommended that the ages of children in school be referred to a fixed time in the year, say July 1st or January 1st; that the annual weekly enrollment should take the place of the average number of scholars in making out the percentage of attendance, and that the cost per pupil should be based—first, upon the amount paid teachers and superintendents; second, on the amount paid for contingent expenses; and third, upon the interest at six per cent. upon permanent investments.

Gen. O. O. Howard then addressed the convention, at considerable length, on the subject of Southern education. He said that during the last five years the Freedmen's Bureau had expended for this object about three and a half millions of dollars. The same sum had been expended by Northern benevolent institutions, making seven millions expended for education of the freedmen, besides what they had contributed themselves. A general plan of government aid should be discouraged, yet special aid was now wanted to start institutions of learning in the South, and they should be supported by the states themselves, and not by the general government. He favored the establishment of an Educational Bureau by the government, and if appropriations be made by Congress this bureau would be found of great value, especially if the Freedmen's Bureau be discontinued, which had done more toward the education of the colored race than had been done by any other organization. A system of general supervision should be maintained by the government through the Bureau of Education. A copy of General Howard's remarks was requested for publication.

The subject of education in the South was the most important one before the convention. A resolution bearing upon it was presented by Mr. Ashley, of North Carolina, recommending Congress "to take into immediate consideration the educational condition of the recently-rebellious states, and to make such provisions as the exigencies of the time demand." Mr. Ashley addressed the meeting at some length in favor of the resolution. He stated that public schools had heretofore been unpopular, from the fact that they were pauper schools, and that the private schools were always better patronized. Recently this had been changed a little, as the schools had been bettered, but money was needed to bring them up to the standard.

Mr. Jillson, of South Carolina, said in that state, previous to the war, there were no free schools, save in the City of Charleston. Since the war closed, the friends of the cause had been assisted by the Freedmen's Bureau and the benevolent institutions in the North. They were much indebted to these sources, and the colored schools there were a great success. The only trouble there was the mixed-school question. The feeling of both white and colored there is to keep the schools separate; but the clause in the state constitution requires no distinction on account of race or color. Assistance in the matter of building school-houses was what is needed now, and he hoped the effect of the passage of the resolution would be to get this assistance. Unless educational interests in South Carolina are encouraged, there is no hope for a true reconstruction there.

The Chair asked what the effect would be if Northern aid was withdrawn.

Mr. Jillson said that the schools would have to expire, as the people were too poor to maintain them.

The President, Hon. J. P. Wickersham, of Pa., reviewed the action of the convention for the benefit of the members present of Congress, and invited remarks from Congressmen.

Mr. White, of Massachusetts, said that in his state and in New England the belief was that no real reconstruction could be completed in the Southern States unless education was encouraged there, and Massachusetts would back up her Congressmen in any thing they might devise for the encouragement of public schools there.

General Howard said that, of all the members of Congress he had conversed with, the sentiments of both Democrats and Republicans were in favor of education, but the question with them was Should the government lend its aid to these objects?

Hon. Mr. Arnell, of Tennessee, said that the action of this convention would meet with encouragement in Congress.

Hon. Mr. Hoar, of Massachusetts, said there is nothing in the hearts of the people of his state but that the educational advantages of his state should be extended to the people of the South. He believed that the institutions of education were inseparable from the success and continuance of a republican form of government. He alluded to the supremacy France had gained over England by the skill her artisans had acquired through the polytechnic schools during the last fifteen years, which had been patronized and sustained by the Government of France. He found no constitutional difficulty in this matter; on the contrary, he found authority for government to tax the people to support the educational interests of the country, and to supervise, in a general way, the school-system of the country.

The subject was discussed at length by Superintendents and Congressmen present, and a memorial was prepared for presentation to Congress.

We are assisted in making this brief abstract of proceedings by the Washington Chronicle.

GRAMMATICAL QUERY.—*Brain or Brains*.—Is the word brain both singular and plural in its signification when it is used singularly? A physician or a physiologist will speak of the *brain* of a man. Mr. A. has *inflammation* on the *brain*. Mr. B. had his head so fractured as to expose the *brain*. Again, the reporter will mention that C. had his head crushed in the machinery and his *brains* were scattered in every direction. A child is admonished not to fall down upon the pavement, for it may knock out its *brains*. Juliet says in the sepulchre,

“And in this rage, with some great kinsman’s bone,
As with a club, dash out my desperate *brains*.”

I should like to inquire how *many* brains we have, and which is the most elegant in speaking of the contents of a single person’s head, the singular or the plural form.

M.

Whenever a familiar object is made up of two or more distinct or well-defined parts, the tendency is to give its name the plural form: as, for example, *shears*, *tongs*, *bellores*, each composed of two parts; or, *lungs* (*lights*), *bowels*, composed of more than two. The brain, being composed of well-defined parts, naturally takes, and properly, the plural form in colloquial mention. But the man of science, regarding the several parts as constituting a single organ, uses the singular.

In figurative language, the singular is used by metonymy for the mind, the plural for the wits, the senses, or the faculties.

The word is either singular or plural. We have as many brains as we choose to reckon distinct parts. Some will enumerate eight parts, others only three. Still, whether the singular or the plural is used, the idea of number is not at all prominent.

H.

TEACHING FROM TEXT-BOOKS.—Though the article in this number, written by Prof. Gray, bears upon collegiate instruction, it will repay a careful perusal by every teacher. What he says about adhering to text-books in college will apply with equal force in the common school. Could teachers trust themselves to lay aside the book, save for reference, and teach directly by the power of their own thought and the force of their own illustrations, more real and less pretentious progress would be made. Think of a lawyer attempting to present to a jury a knotty point of law, or to convince them of the justice of his claim, by reading to them from a manuscript; or of an orator swaying his audience by a written appeal to their sympathies. But the task of the teacher is no less laborious than that of either of these, while a greater fertility of resource and power of illustration is required to retain the attention of children than that of adult minds. He will succeed much better in compelling his class to comprehend certain ideas by a personal contact with each mind than by approaching them behind a text-book and battling their ignorance with the armor of another. One of the advantages of attempting this mode of instruction is its reflex influence in strengthening the teacher himself. The research and preparation which it necessitates is the best possible discipline for thorough work, and the result will be a mental growth for himself quite equal to that of his pupils.

REPORT OF COMMITTEE ON PUBLICATION.—On account of delay in receiving returns, the following statement appears later than was intended.

The committee appointed to publish proceedings of the meeting at Peoria, Dec. 1868, contracted with N. C. Nason for the publication of an edition of 500 copies of the report at the rate of 50 cents per copy of 100 pages, and at the same rate for any excess above 100 pages. The pamphlet contains 167 pages.

The following is a statement of receipts and expenditures of the committee:

RECEIPTS.

From W. B. Powell, Treasurer	\$144.45
“ Sale of copies at 50 cts. each	6.00
“ Postage refunded	1.09
“ Ex-Presidents	90.00
“ Sale of copies at \$1.00 each	197.00
Total	<u>\$438.54</u>

EXPENSE.

Paid Bill of Publisher	\$420.90
“ Postage and Mailing	16.20
Total	<u>\$437.10</u>

Leaving balance due the Association\$1.44

Of the 500 copies published, there were sold at 50 cents each	12
Sold at \$1.00 each	197
Sent to Ex-Presidents	55
“ “ Members of the Association	145

Leaving 91 copies on hand. To these the committee add 50 copies of an additional hundred ordered at their own expense, making 141 copies in the hands of the Association.

NATIONAL EDUCATIONAL ASSOCIATIONS.—These bodies will hold their next meetings in Cleveland, in August next.

DR. JOSEPH MANLY CLARK, Superintendent of Schools in Woodford county, died, at his residence in Metamora, on the 20th of February. With the exception of a few months, he had been Superintendent of Schools since 1861, and had done a vast amount of work, which had greatly elevated the standard of education in the county. He was a diligent worker, doing whatever he undertook with patient zeal and conscientious thoroughness. He was impatient of all shams and frivolities, and was often considered abrupt and odd by those who knew him slightly. But

no one who knew him intimately could ever be his enemy. A purer or a kinder heart seldom beat in any breast. A vast concourse of friends followed him to his grave.

He was a native of Somerville, Mass., a graduate of Amherst College in 1852, and of Jefferson Medical College in 1854. He came to Illinois in 1855, to practice his profession, but was prevented by ill health. He subsequently engaged in business, and for a while edited a paper. His death at the early age of 41 is a public loss.

H. L. B.

COMMENDATORY NOTICES.—Elsewhere in this number will be found extracts from our correspondence, and notices of the press, indicating the estimation in which the Teacher is held by prominent educators. These, with similar expressions received, confirm us in our belief that the teachers of Illinois are able to furnish an educational journal which shall be equal to the best. In saying such encouraging words, our friends are doing more than a personal favor, they are promoting the growth of professional literature, which should be one of the most powerful agencies in the educational work.

SUBSCRIBE FOR THE TEACHER.—As the time for holding the spring institutes is at hand, will not some of the friends of the Teacher in each county present its claims to their fellow teachers and send the publisher a list of subscribers? The proportion of teachers who read a school journal is very variable in different counties. In some the larger part subscribe for the Teacher, besides any other journal they may take, while in others an educational periodical is a rarity. We are sure that much can be done to improve this state of facts. Who of our friends will take the matter in hand in their respective counties?

EDUCATIONAL NEWS.

NOTES FROM CHICAGO.—In the line of news I have the following: The Board of Education has decided to hold semi-monthly meetings, in stead of monthly as heretofore. The Committee on Buildings and Grounds, at the last meeting, reported in favor of erecting a four-story building on the Dearborn-School lot: two floors to be used for school purposes; one for the Board, Superintendent, Clerk, and Supply-Agent; and the fourth a hall for Teachers' Institutes, with a capacity for 800 seats. I think the report was favorably received. The committee also reported in favor of building a twelve-room primary on the Brown-School lot. In the Brown there are six half-day divisions, and 150 applicants waiting.... A. P. Burbank, a Junior of Chicago University, has entered upon the duties of Principal of the Dearborn School, to which he was elected at the last meeting of the Board. He is a young man, but a ripe scholar. Miss Etta J. Reed succeeds Miss S. A. Swift (resigned) as Principal of Calumet-Avenue Primary, and Miss Mary A. Dewey is elected to the Third-Avenue Primary.... The enrollment for Feb. was 28,630; per cent. of attendance, 96.6.... I wish to inform the Teacher of a discovery I have just made, through the agency of the Schoolmaster for March. In an article labeled 'Chicago', I learn, what I did not before know, that 'The High School' is the centre and circumference of the 'Chicago System', 'judged by the conversation to be heard in pedagogical circles'. Is n't this gratifying intelligence, Friend Editor? How stupid we, to be sure, not to have found it out before! not even to have guessed it. A friend once, writing from St. Paul in winter-time, said, "St. Paul is bounded on the north by the 'North Star'. Navigation opens on the 4th of July and closes on the 5th." I thought, at the time, it was a joke, and reckoned it good. But how about the 'Chicago System' with the 'High School for the centre and circumference'? I wonder if that's a joke, too. What if it is n't so, after all? Let us see. 'Judged by the conversation', etc. The only pedagogical circle I belong to or know any thing about is a voluntary 'Principals' Association', which holds its meetings monthly, and is presided over by Sup't Pickard. There have been a good many matters discussed in these meetings; but I have never heard any thing about the 'Chicago System',

nor the 'High School'. The High School is represented in these meetings, in the person of the Principal, Geo. Howland, and I think he did, on one occasion, explain to the Association a new method of marking deportment practiced in the High School: 'only this and nothing more'. If the writer in the Schoolmaster had said Chicago is proud of her High School, of the pupils that annually enter and graduate there, of the discipline and scholarship there attained, he would have said truly; but he sees 'through a glass darkly', indeed, if he supposes that the teachers or pupils of the grammar and primary grades are narrowed, fettered, 'hedged in', cramped, circumscribed, what you will, by the Principals' having an eye single to the High School. We use the High School with our first-grade pupils as Pres. Edwards uses the 'marking system', 'to indicate the pupil's success'. If he gains admission, in so far he is successful, just the same as if he gets 100 for a recitation; and I hold this motive is just as pure as is the Christian's for living a holy life that he may gain heaven. Again, I do not think many teachers were bored with our scientific and literary lectures. To be sure, there was some whispering, but some persons were foreordained to whisper, and therefore must whisper. It's their mission. They would have been awfully bored if they could n't have whispered. The writer evidently thinks there is much bad teaching in Chicago, meaning, I suppose, that that, also, is an essential attribute of the 'Chicago System'. And he is sure that we are developing 'dunces and blockheads' by teaching the tables in the abstract. Now I am willing to be considered old-fashioned—yea, 'a dunce and blockhead'—if knowing that 8 times 9 are 72 in the abstract, in stead of knowing that 8 times 9 apples are 72 apples, makes me such. There is no operation in Multiplication or Division that does not involve the abstract use of figures. In fact, figures in themselves are abstract, and nine-tenths of all the time ever spent, or that ever will be spent, in the study and use of figures is and will be in the abstract. . . . At the North-Side Institute, held at the Franklin School, March 11, papers were read by Mr. Mahoney, of the Wells, on *Morals and Manners*; and by Mr. Hannon, of the Kinzie, on *Geography*. Sup't Pickard gave the teachers some good advice on various matters. Geo. Howland gave some good practical ideas on *Reading*; and Mr. Baker, of the Skinner, illustrated a practical and sensible way of teaching analysis of sentences in connection with the reading-lesson. There was, also, an exhibition exercise with the dumb-bells, by the First-Division pupils of the Newberry, prepared and taught by Miss Emma Hooke, Head Assistant of that school. . . . E. E. Whittemore, our teacher of Music in the grammar grades, has recently visited the Cincinnati Schools, and comes back greatly delighted with what he saw and heard. He visited every school but one, accompanied, for the most part, by the Superintendent, who showed him every attention possible to make his visit pleasant and profitable. They have been at work with their music longer than we, and, of course, have accomplished more, though much has been accomplished here, in the last three years. . . . The Lion of March made his appearance here about the middle of the month. It is hoped he has now retired for the season.

INDUSTRIAL UNIVERSITY.—Having a few moments to spare, I thought I would look in and see the great convention called at Bloomington on the 2d of March, to consider the past, present and future of the Illinois Industrial University. There were present about forty delegates and interested friends. It seemed at once evident that the whole aim of the majority was to make the University a mere manual-labor school in connection with Agriculture and Horticulture. Fault was even found with the Chemical and Botanical Courses, as teaching too much. It seemed to escape these Solons that these courses were the foundation of 'Farming with Brains'. Prof. Turner, of Jacksonville, tried to criticise the Course of Study, but failed to make a single point against it, except that it was founded on the 'feudal civilization of the Dark Ages'. He seemed to think that Cornell University was the only college in the land in which the art of teaching the sciences is known. (?) Mr. Edwards, one of trustees, desired to know if he was right in trying to make it a truly *Industrial* school—i. e., a school for the *industrial classes*. The speaker seemed to have a very narrow conception of the force of the word *industrial*; but, like a boy who has found a new word, he dwelt on Industrial, as though the *very sound* ought to carry with it the exact force and meaning. Resolutions

were passed, the chief end of which was to narrow the scope of the University. . . . Since then the Trustees of the Industrial University have held a meeting, at which Mr. Edwards was called upon to lay before the Board the wishes of the opponents of the present course of study. He made a lengthy statement, and presented a course of study leaving out the ancient languages. This course of study was referred to the Committee on Faculty and Course of Study, by a vote of 19 to 4. This committee afterward reported that there was nothing in Mr. E.'s course of study essentially different from the present one, and recommended no change. It will thus be seen that the opponents to the present course of study do not really know what they want. In stead of this cry of some few of the opposition doing any injury, I hope it will stir up the friends of liberal education, all over the state, to hold up the hands of the University. Let us have a place where we can send our sons and daughters to obtain a thorough knowledge of the arts and sciences underlying the agricultural, horticultural and mechanical pursuits, and also *obtain such a knowledge of language* as will enable them to express that scientific knowledge to others. More property is put in danger, yearly, through ignorance of the meaning of words and their proper construction to express the meaning of the author, than through a lack of knowledge in all the other arts and sciences put together.

VIATOR.

DECATUR.—Prof. S. S. Jack, of Latrobe, Penn., has been appointed Principal of the High School, at a salary of \$1,500. He will begin his labors at the commencement of next term, April 4th. E. A. Gastman will hereafter spend all his time in the actual superintendency of the schools. O. F. McKim, Esq., who has been the popular Principal of the Second Ward for the past three years, has resigned, for the purpose of devoting himself exclusively to the duties of County Superintendent, to which office he was elected in November last. Miss M. W. Carson, who has had charge of instruction in Penmanship in the schools for the past two years, has been elected to fill the vacancy occasioned by the resignation of Mr. McKim.

HILLSBORO.—L. S. Brown, Principal of Hillsboro Academy, will organize a normal class at the opening of the summer term, on the 11th instant. Tuition for ten weeks, \$8.00.

SPRINGFIELD.—The March session of the Teachers' Institute was held at the High-School building. The exercises consisted of a discussion on *Course of Study*; an excellent exercise in *Punctuation*, by the Superintendent, Dr. Willard; and one in *Phonetics and Modes of Pronunciation*, by Mr. R. H. Frost. The last exercises gave rise to a lively discussion, which revealed some decided differences of opinion. The Springfield Schools, under their present judicious management, are working well.

BUREAU COUNTY.—A. Ethridge, Superintendent of Schools in Bureau county, has been holding local institutes of one and two days' duration, in various parts of his rather large jurisdiction. The last was at Malden, lasting two days, and calling out fifty teachers and a good audience of citizens. These local institutes seem to reach the community at large more than the county institutes of longer duration.

CRAWFORD COUNTY.—We have received, from Guy S. Alexander, Secretary, an account of an institute held in February. The time was occupied by class-drills, essays, discussions, etc., the exercises being conducted by home talent. *Compulsory Attendance* was quite fully discussed, the weight of opinion being averse to the idea. An evening lecture was delivered by Rev. J. C. Thornton.

FULTON COUNTY.—We have received, from Superintendent H. J. Benton, a summary of school statistics from September, 1869, to February, 1870. During the time he has visited 186 schools, and has traveled, in his work, 1188 miles. There are in the county holding first-grade certificates — gentlemen, 42; ladies, 36; second-grade — gentlemen, 76; ladies, 48; total, 202. The salaries of male teachers, per month, vary from \$35 to \$133; of females, from \$15 to \$50; average monthly salary, \$46.23. Of the 202 teachers, 102 are engaged to teach six months or more. Of the 166 school-houses visited, 15 are reported as 'worthless log houses', and three

as 'tolerably good log houses'. Of the grand total of 8570 pupils in attendance, 120 studied the alphabet, 8450 orthography, 7543 reading, 5010 penmanship, 1291 grammar, 2970 intellectual arithmetic, 3113 practical arithmetic, 2158 geography, 576 History of United States, 144 algebra, 71 natural history, and a few pursued other studies.

HENRY COUNTY.—At our County Annual Institute, last October, we subdivided our county into six association districts, for the purpose of holding monthly meetings in each. Each district is officered with a president, secretary, and conductor, and their influence for good is being felt throughout the county. Some 60 teachers were in attendance at our last meeting held here. Mr. B. F. Barge, Superintendent of Public Schools of this place, is entitled to much credit for the organization and success of these local associations. H. S. COMSTOCK.

PERRY COUNTY had a teachers' institute at Pinckneyville, on the 17th, 18th and 19th of February, and one at Tamaroa on 24th, 25th and 26th. The object of these institutes was to *work*—work as the teacher should work in the school-room. For this purpose the Superintendent thought better to divide the teachers of the county into two classes, each class to attend the meeting most convenient to themselves. Nearly all the teachers in the county attended one of the meetings, and gave evidence of zeal and ability, and a determination to improve. They were grateful for the assistance of Messrs Raymond, Piper, Hillman, Rolfe, and the editors of their county papers. PUBLIC.

NOTICES OF BOOKS AND PERIODICALS.

[SEVERAL notices of books, prepared for this number of the Teacher, are unavoidably deferred.]

(²⁰) **THE TECHNOLOGIST**, devoted to Engineering, Manufacturing and Building, is a journal containing 34 large quarto pages of valuable matter pertaining to those subjects. It is published by the Industrial Publication Company, 176 Broadway, N.Y., at the exceedingly low price of \$2.00 a year.

(²¹) **THE SUNDAY-SCHOOL HELPER** is a 32-page monthly, published by the Northwestern Universalist Publishing House, Chicago, at \$1.50 a year. It is ably edited by S. A. Briggs, formerly Editor of the Teacher. Though he has laid aside the work of the school-room, he is still an active laborer in the educational field.

(²²) **OLD AND NEW.**—This new magazine takes its place among the monthlies with the strength of full maturity. Its articles are fresh and vigorous. Thus far it has kept a more diligent eye on the educational field than most of the journals. Published by H. O. Houghton and Company, Boston. \$4.00 a year.

(²³) **THE EDUCATIONAL GAZETTE** is a first-class Family Journal, devoted to pure, high-toned literature. Its aim is to furnish, in a popular and attractive style, the latest results in scientific, educational and literary labors, and in these respects its present success is well deserved. C. H. Turner & Co., 607 Chestnut Street, Philadelphia, are the publishers, and they deserve thanks for the excellent reading they have provided for the home circle. Price, \$1.00 a year.

PAMPHLETS, REPORTS, ETC.—Annual Report of Cincinnati Schools for year 1868-'69.

Annual Report of Schools in Ontario for 1868.

Annual Report of Public Schools in Rhode Island for 1869.

Natural Resources of the State of Arkansas.

How to Select a Library. By John S. Hart, LL.D.

The Organization of High Schools: an Address before the Sub-committee of the Boston School-Board. By W. P. Atkinson, Professor of English Literature in Massachusetts Institute of Technology. 16 pages.

Pennsylvania School Report for 1869.

Catalogue of Phillips Academy for 1869.

Catalogue of Massachusetts Institute of Technology, 1869-'70.

ILLINOIS TEACHER.

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CORRECT ETYMOLOGICAL ANALYSIS.

I WAS pleased to see in the March number of the Teacher an article from an eminent gentleman in our state recommending the study of the etymologies of our language. Such study is not a dry grubbing of old stumps, nor the search for the shell of the seed from which the vine has sprung: it deals with vital forces and real things. It clears the mind of many misconceptions, and gives the knowledge of many beautiful and fertile analogies. The study of the Greek and Latin tongues is now generally undervalued; but such depreciation is often warranted by the fact that they are not sufficiently studied as two of the chief nurseries of our own English: they are studied and used pedantically, with no vital relation to the words on the lips of the common people, in the columns of the daily paper, on the pages of our books, and in the dialects (many and strange-sounding) of the scientists. A graduate of a college who is zealous for the quantity of a vowel or the sing-song of scansion, but who is slovenly in his English pronunciation, and whose sentences sprawl broken-backed or wander wildly into irregular tangles and obscurities, is one whose scholarship is a hurt and a hindrance to a proper estimation of classical culture: his commendations and admiration of it are without weight, because without wisdom and practical application. All knowledge is for use, immediately or mediately: it must fit a useful end, or train to strength and skill for useful ends. When I urge upon pupils the study of Greek and Latin, I do so because I know from experience that they can give that kind of knowledge which is power both in thinking and in the expression of thought. A clear writer is always a clear thinker, whether his thoughts are valuable or not; and obscurity of expression betokens one of these: haziness of thought, lack of proper words for utterance, or difficulty of the subject. For knowledge of

proper words, there is needed full knowledge of the words used, in all their meanings and relations, their roots and histories, so far as these affect the current language of the day. Mere etymology can not guide, as present usage often shows a considerable departure from the original signification of the root-word. Thus the word *cloak* is derived from one signifying *a bell*; *calamity*, from one meaning *a stalk of grass*; *knave*, from one signifying *a boy*; and *journal*, *daily*, *divine* and *jovial* are by the learned etymologists derived from one root: but such remote etymologies are interesting only as curiosities and as matters of history, and have too little relation to the use of our own language to be worth teaching to any but those whose tastes and opportunities enable them to wander far and wide in such a field. Present signification of words is to be *illustrated* by the exposition of their roots; but it can not be *discovered* or shown from such exposition. The meaning of the word *treason* may be illustrated by showing the derivation of it from the Latin *trado*, to deliver or transfer, as the traitor delivers or betrays his country to an enemy; but no prior knowledge of the root-word can lead to the special signification determined by usage: that must be ascertained by experience and observation.

The tendency of students of etymology is, until made cautious by repeated mistakes, to derive words speculatively, and thus not historically and in the line of safe principles. A ready example of this is a very common derivation of *education* from the Latin *educo* (long *u*) to lead forth, from which it is argued that education must be a development; and those who urge this derivation seem to think that their theories of how to teach must be true, because they have found such source for the word *education*. But in fact *education* can not come directly, if at all, from *educo* (long *u*) to lead forth, but must come from *educo* (with short *u*) to bring up, to rear; and the verbal noun from the first *educo* is not *education*, but *education*. Even if *educo*, to rear, is found to be derived from *educo*, to lead forth, no theory can be built upon the etymology, as the derivation must be traced through a stage of usage which changes the meaning of the root by changing its application; and it may be that this *educo* of the first conjugation is nearer related to *manduco*, to chew, than to *educo*, to lead forth, so that *education* signifies rather a feeding than a development, if we depend upon roots for the meaning. Similar was the mistake of a learned lexicographer who derived *preach* from a Hebrew word *baraka* and from a Welsh root, when historically it is found to be from the Latin *predico*. Dean Swift ridiculed the etymologists of his time by making up extravagant derivations: thus, *Moses* he read as *now-seas*, a name given because

the Jewish leader cut the Red Sea in two; and *Isaac* came from *eyes-ache*, a title given to the patriarch in his later days, after he became blind, because of his complaint of pain in his eyes. The Dean of St. Patrick's hardly exaggerated the folly that he satirized.

For the purpose of etymological analysis of our English tongue in a general way, a knowledge of Greek and Latin is not essential, though valuable, as the article in the Teacher remarks, p. 87. But for minuter analysis and for surety of accuracy, knowledge of those and other tongues is essential, though acquaintance with them may not keep one from errors. The very paragraph from which we make this citation is evidence. Though written by a gentleman whose valuable labors for education and scholarship none would disparage, the paragraph which attempts the explication of the derivation of the words under consideration is full of errors such as should not go unnoticed and uncorrected: it was evidently too hastily written, and without verification of the floating impressions that are put down as etymologies. One might almost agree that acquaintance with Greek and Latin is not essential nor valuable, when an eminent teacher can so far forget their lessons in what he writes: but the opposite is what is proved, namely, that knowledge of these tongues and present memory of them is both essential and valuable. Such errors in a floating newspaper article might pass unchallenged; but when occurring in a professional or teachers' periodical, their misleading influence is too extensive to be disregarded.

Let us review some of these etymologies. On *exaggeration* the article says, "The radical part, GER, seems to be Latin *to carry*; ATE (the *e* elided) is *make*; ION is *act of*; AG (ad euphonized) is *to*, and EX *far* or *too high*. Now put these elements together and read the word backward, thus—"the act which makes carry (the thought) to too high" (a point)." Now the radical part is AGGER, *a heap*: is this composite, made of AD and of GER, the root of GERO? Probably not: at any rate, it is not certainly so, and should not be asserted. The Latin has two verbs of the same form in the indicative present, 1 sing., AGGERO; but they are of different conjugations: one has principal parts *aggerare, aggeravi, aggeratum*; the other, *aggerere, agjessi, aggestum*: from the former of these we have *exaggeration*; but the latter is the verb in the root GER, to carry, while the other gives us, so far as it can be traced, AGGERA for a root. *Exaggeration* should be divided, then, as follows: ex | aggera | t | ion. *Ex* does not mean *far* or *too high*, but simply *out* or *out of*: here it has no object expressed; but one is easily supplied suitable to the connection; to exaggerate is to *heap up* or enlarge any thing *out of* what is right or true. The *t* at the end of

the third or supine roots of Latin verbs is, like the *d* of English verbs, an element denoting completed action (See Harrison's Latin Grammar, pp. 273, 276, etc.) as distinguished from incomplete action. The *ion* denotes, as said in the passage cited, *act*, or *act of*. The word means, then, the completed act of enlarging (something) out of what is right. But, it often happens in a language that terms are applied out of their strict original meaning: thus in this case the idea of completedness denoted by *t* has disappeared; and the word denotes the act, complete or incomplete.

Take another example: "PRACT—making, ICE—mode of." The root of the Greek verb (*πράσσω*) is not *pract*, but *prac*, if we make our *c* equivalent to their (*κ*) *kappa*: the word should be divided *prac-tice*: the first part means *do*; or, as we use the infinitive form to name the verb, *to do*; and the second part has never such a meaning as *mode of*, but, like *ion* in the preceding example, means *act*, or *act of*: hence the word means the act of to do, or the act of doing. *Practice* means, etymologically, the act of doing, and, by custom, it means the habit or repetition of doing. "*Electing*" does not mean "the *way* of choosing out," but the *act* of choosing out, as *ing* means nearly the same as *ion* in Latin, or *σις* (*sis*) in Greek, that is, *act*: *read-ing* is *the act*, *to read*; *choosing* is *the act*, *to choose*, etc. In English we have but the one form in *ing*, whether we express the act adjectively or substantively; a *running* stream, or swift *running*: but the Greeks and Latins had different forms for the two uses: when they made a form corresponding to our adjective in *ing*, they added generally to the verb root a vowel and *nt* to form the root of the participle (*legent-is* *amant-es*, etc.); while our Anglo-Saxon ancestors added a vowel and *nd* to a verb root to make the substantive form: whether substantive or adjective, all these forms denote incomplete action, but not mode of action.

"UNI—one or whole, VERS—circle, AL—pertaining to." *Unus*, from which *uni* comes, means *one*, but not *whole*: the two ideas are different, and *unus* and its derivatives do not represent the latter. *Vers* has nothing to do with *circle*, but means *turn*, being the third root of the verb *verto*, I turn. *Universus*=universal, signifies 'turned into one'; as if referring to every thing which one can see in turning around once, so that by the motion every thing seems turned into one collection of things. "SUF—free, FRAGE—vote." Of all the mistakes in this unfortunate paragraph, this is the most singular. *Suf* is the softened or euphonized form of *sub*=under, which in all metaphors has a meaning opposite to *free*; and neither in metaphor nor plain earnest does it ever mean *free*. And in what language can one find that *frage* or *fragium* means *vote*?

Certainly not in Latin nor English. *Fragium* occurs but once in Latin literature, in a passage where it means a breaking: *fragium crurum*, a breaking of the legs. If we must consider *suffragium*, from which we have *suffrage*, as a compound word, the first syllable must be *sub* euphonized; and the remainder of the word appears to be from the root *frag*, which is the basis of *frango*, to break. *Suffragium* appears, then, to mean an *under-breaking*; and as this word coincides in roots apparently with *suffrago*, the pastern joint, an *inferior breaking* or lower joint in the continuity of a horse's leg, it is supposed (not *known*) that *suffragium* originally denoted the pastern bone, and hence came, by use of the bone as a ballot, perhaps, to mean a ballot, a vote. Only when the two elements *suf* and *fragium* are combined do we have the meaning *a vote*; and the origin of this meaning is guessed at, not known historically; hence, in fact, not *known* at all. It is plain, then, that *suffrage* does not mean free vote, as *suf* can not mean free, nor *frage*, vote; and both together simply mean vote.

We might further object to calling *con*=to, and *continued*=held-to; we might show that *bishop* is as easily analyzed as any of the other words selected, since *bi* represents *epi* (ἐπι)=*upon*, or *over*, and *shop*=see, from *skopeco* (σκοπέω), whence our word *scope*; and the whole word *bishop* means an overseer: we might analyze *habits* and show its relation to *have*, it being only *had*, the way, custom or condition generally had. But we have said enough to correct the errors of the paragraph, and gladly leave it again to commend the purpose and general teaching of the article, with the added warning that whoever instructs others in this line should not venture to guess at roots and meanings, but should present the results of the labors of careful and learned men, with such recurrence to their writings as shall avoid slips of memory.

SYLVESTER WENDOVER.

PHONIC ANALYSIS.

BY F. HANFORD.

In a former article I endeavored to present the proper use of phonics in teaching primary reading; and I am confident that instruction based upon the principles therein suggested will be productive of the most gratifying results. But the field of usefulness is by no means limited to *primary* reading. There are manifold advantages to be gained by continuing its use through the whole course.

Let it not be forgotten that no pupil is prepared to receive much benefit until he can accurately observe the action of the organs of speech in enunciating words, and can successfully reproduce the several sounds at will.

One of the most glaring faults of young readers, and perhaps of readers generally, is a mumbling, slovenly, mealy-mouthed articulation. Phonic drill, by giving increased strength and flexibility to the vocal organs, and by bringing them under more complete control, will furnish a remedy for this ailment, in allopathic doses.

A great advantage, also, results from the facility with which the teacher is enabled to direct attention to a great variety of errors in pronunciation. This is emphatically true in teaching pupils of foreign birth or parentage. The mind of the pupil, prepared by previous training, is readily directed to that element of the word which he fails to utter justly. Patrick says 'lenth' for 'length'. "No, you must say 'length', not 'lenth'," replies the teacher; but Pat. adheres to his own pronunciation, not discerning wherein it differs from that of the teacher. Require him to utter 'leng' and give each of its three sounds, dwelling with special force on the last sound, so that it may be firmly fixed in mind; then secure from him the last sound of the original word; afterward combine, with gradually diminishing intervals: leng - - - th, leng - - - th, leng - - th, leng - th, *length*, and he corrects the error. Fritz says 'tin' for 'thin'. The first sound of 'thin' is not heard in his mother tongue, hence he must learn a new adjustment of the organs of speech: this he will readily do—if he has been taught to dwell on individual sounds—by being shown the proper position and use of the tongue in uttering that sound. He also says 'winegar' for 'vinegar', but finds no difficulty in correcting the error, when taught to draw the under lip gently against the lower teeth, to rest the upper teeth lightly on the under lip, and to force out both breath and voice.

The errors just alluded to, and similar ones, occur in uttering consonant elements; but quite as much of that kind of utterance peculiar to foreigners is due to the manner of producing the vowel elements, and can be corrected by no other means so easily as by phonic drill. This drill, moreover, educates the mind to more careful observation of sound, and the ear to quicker detection of mistakes in pronunciation: such mistakes, for instance, as 'givin', 'treatmunt', 'mistriss', 'ooite' for 'white', and the like.

Again, much may be gained in *expression*. It may be shown that the emotions of fear and hate are most naturally expressed by giving increased prominence to the consonant elements, and increased aspiration

to both consonant and vowel elements; while emotions of joy and love require increased prominence to be given to the vowel elements, and the aspiration to be restricted to the demands of distinct articulation.

If it be true, then, that phonic analysis, skillfully taught, aids greatly in securing just articulation by imparting strength, flexibility and discipline to the organs of speech, that it facilitates the correction of numberless errors in pronunciation, and that it leads both to more intelligent knowledge of the elements of expression and better rendering of thought, let it receive the attention it merits.

It is some times urged that the advantages derived are not commensurate with the time consumed. Those who take this view either have *never* taught it, or have taught it so bunglingly that no good could possibly result from it. Nothing can be well taught that is not well understood. Ability to spell by sound, as before observed, hinges entirely on capacity to observe the action of the organs of speech in uttering words. Of course, then, those who undertake to teach sound-spelling just as they teach orthography—that is, as a matter of memory—find much and continued instruction necessary: they have many things to teach, in stead of one. When the subject is properly taught at the outset, but little practice is afterward required to secure prompt and correct analysis, and to derive from it the advantages alluded to.

A word as to what should be accomplished in the several grades. How and what to teach at first have already been spoken of. (See April number.)

Classes in latter part of First Reader should be required to analyze all the monosyllables; classes in Second Reader, all words of one or two syllables; classes in other books of the series used, all words.

In Fourth, Fifth and Sixth Readers written phonics may be used profitably, to insure familiarity with the notation of dictionaries and more accurate knowledge of pronunciation. That there is demand for the latter will become apparent to any one who will read a page of ordinary composition and attempt to pronounce every word according to 'the masters'. Perhaps he may encounter fortune, nature, suggestion, specialty, surgeon, actual, question, anxious.

In presenting phonics for the first time to advanced pupils, some difficulty will arise from their trying to determine the sounds by the orthography. As soon as they can be led to concentrate their attention upon the voice—what they *hear*, in stead of what they *see*,—the difficulty is surmounted.

Those who have not been accustomed to giving this instruction should practice sound-spelling in private, until great facility is acquired.

If a pupil analyze a word incorrectly, do not produce the sounds for him, but require him to utter the word very slowly, again and again, until he can correct himself. And do not try to direct attention to a sound by naming the letter which represents it, for this will encourage him to depend on a treacherous guide, as before stated. Let every sound be *clearly* and *justly* uttered, not supplemented with grunts or hissings, nor shorn of any element of due force and symmetry. Be sure that words are resolved into *elementary* sounds. There are four sounds in tax, not three, as often given by the thoughtless teacher or pupil.

Very little benefit can be derived from charts, in oral phonics, for reasons already named. Advanced classes should be required to make their own classification of sounds and their representatives, after the teacher has supplied the basis of classification.

THE KINDERGARTEN. ITS PHILOSOPHY.

BY ELIZABETH P. PEARODY.

As the Kindergarten principle is not so much a reform as a revolution of educational method, it is very hard to make *short* articles about it; for, before one can get a new idea before the mind, it is always desirable to clear away the erroneous notions that have hitherto prevented its being realized.

But I will try; and here let me say that this whole system is founded upon a philosophy of the mind that is new *to metaphysical works*, but which has been set forth by a profound American thinker, who is fast rising to take his stand among the greatest of the world's teachers: I mean Mr. Rowland G. Hazard, whose work *On the Freedom of the Mind in Willing* is the first answer that has ever been made to *Edwards on the Will*, and an adequate one.

The idea of Mr. Hazard's philosophy is that every man is created a cause, or force producing change; that this is man's specific distinction in the universe of God: an idea which will be seen to be true because it explains all the facts that the brilliant logic of Edwards has arrayed in such a phalanx to prove the necessity of evil as the first principle of human nature. It is precisely because man is a *cause* which must needs produce changes, before his intellect has been developed to appreciate *order*, that evil seems to be the primal fact of human life. And had each human being been created *isolated*, we

should find it impossible to reconcile the fact of these blind causes being created by a God whose name is Love. But there is no such thing as isolation in human nature. Human beings are created more ignorant and helpless than any other created beings (for all lower animals have absolute though limited knowledge), but they alone are created into the arms of Love; and *to educate* is as instinctive in the adult as to seek relation is instinctive in the child.

Nursing the child, feeding its body with nutriment, its head with expressions of love, and helping it to take possession of its limbs and organs of sense,—what is this but *education*; though we call it caressing and *playing with the baby*? It is education on the true method: an education that answers to the wants of the child, and is regulated by watching its cries of resistance on the one side, and its expressions of contentment on the other. It is the education of a blind cause to produce effects satisfactory to itself, in stead of disorder, which reacts and rasps the nerves, and jangles all the sweet bells of the soul, that should be kept in tune to ring out the child's individual part in the music of the spheres.

It was Froebel's wisdom to take his hint from the instinctive education which a tender and wise mother gives her infant in its first years, when it learns so much more than in any equal space of time afterward. Recognizing that a child *is a cause*, that he *feels* himself a cause, and strikes out to produce changes, and only because it is blind makes disorder and mischief, Froebel takes the child by the hand and leads him in an orderly manner to take possession of the universe outside of his body; which is what builds up what we call the human understanding, in a gradual manner. Froebel may be said to have *discovered*, at least he is the first to assert and demonstrate, that the human understanding may be made sound from the beginning, and empower the causal faculty to eschew evil and create beauty and good *heartily*, by means of that human intervention which is true education. He has not given us the science of education in abstract formulas merely, but in *the processes* that he has suggested, of using the series of playthings which he puts into the hands of the child, to make forms of life knowledge and beauty, by manipulating them according to the great organic laws of creation. For the toy that the child makes intentionally and intelligently is a veritable work of art; and the power to construct forecloses the instinct of destruction, which is only *cause acting blindly*, as it must needs do till it is educated to intelligence. Froebel educates the producing faculties before he addresses the abstracting faculties. To do things, especially to make them, brings the child into relations with material objects; and it is here the educator must intervene, to lead the child to individ-

ualize the chaos (to him) of concrete nature, by observing the contrasts and resemblances of individual forms, and their adaptation to produce effects by combination. The intellect is developed by this process of individualizing, which is also a pleasure to the child, and does not check the creativeness of fancy (which is the *subtlest* action of cause), but trains it on the everlasting pillars of truth, that God presents to us in *the universe*, whose beauteous forms are the manifestation of himself *in analysis*, as it were.

These remarks are but a hint, but I hope I may be successful in making the whole intelligible in the lecture or lectures that I am asked to give before the Conventions of Teachers in Chicago and Wisconsin next summer.

I feel some hope that I may be able to place Primary Education in such a light that it will command the enthusiasm and activity of women if not of men of the highest class of mind, for only such, I think, should be intrusted with it.

Cambridge, Mass., April 2d.

TALKS TO TEACHERS.

BY J. B. ROBERTS.

WE have met for a friendly, familiar, and in some respects confidential, talk on matters connected with the general and special management of the schools in our charge. Some matters may seem trivial; but most of our life is made up of trifling circumstances, or, at least, circumstances which would be trifling if separated from the before and the after. A teacher's greatness is greatness in little things.

I shall not speak in a dictatorial spirit, though the phraseology may some times seem so. I shall try to advise you and help you, and I shall expect advice and help from you in return. My object is to awaken thought. Do nothing at hap-hazard. Have well-considered convictions upon all matters likely to demand action on your part. It is always awkward and some times disastrous to be taken by surprise. If I present difficulties or raise questions of expediency, it is that you may think out the solution for yourselves. If I state my convictions and tell you how I would do things, it is not for you to accept them on my dictum.

If you ask me what is the best way. I shall reply that I do not

know that there is any best way. One way may be better for me and another way may be better for you. One way may be best at one time and another at another time.

The chief difference between the prudent and the simple man is that the *prudent man foresees*, and if he can not always hide himself from evil, he can at least act with some degree of efficiency and dignity when he meets it.

I am about to present to you some matters for discussion in regard to which I notice among you quite a diversity of practice. As you are called upon, please state what your practice is, and upon what grounds you base it.

First. What degree of good order do you require in your rooms while the scholars are assembling before the time for school proper?

Is it best to allow scholars to run about the room, to pass out and in freely, or should they be required to take their seats and sit quietly until school begins?

I should say, neither. Let such behavior be required as would be expected in a private house where friends and neighbors are met on friendly footing. That is the time for pupils to exchange courteous greeting with one another and with the teacher. It is the time for the teacher to display companionable traits toward the scholars and to win them by pleasant intercourse. It is the time and place to instill by degrees into the hearts of the scholars the graces and courtesies of social life. I believe that if teachers would use fifteen minutes of every morning in this way it would do much to diminish tardiness, though perhaps this is one of the least of the good effects which might flow from it.

Of course, no excessive hilarity or boisterous mirth should be tolerated. Let conversation be free, but not noisy. Above all, check the first appearance of rudeness. Let no suspicion of misrule ever tempt the wildest spirit to overstep the bounds of decorum. A school-room should never be in such a state, in the teacher's presence, that a single word from the teacher or a single tap of the bell will not be sufficient to secure perfect attention.

Second. When should scholars be required to take their seats and suspend conversation?

I think (and, mind you, this is confidential) that I have dropped into some of your rooms at the last tap of the bell and found the room, if not in an uproar of confusion, certainly far from very quiet.

If that is your plan, and you have decided it best, after careful thought, not to bring your scholars under complete restraint until the

last moment, I certainly shall not insist upon your doing otherwise. The last bell rings five minutes, which is scarcely too long for clearing the decks for action.

I should say, let the first tap of the bell be a signal for the immediate suspension of all conversation and of every employment except immediate preparation for the work of the day.

The utmost promptness and care in observing the proper time for beginning and doing things is one of the most valuable habits which it is in your power to instill into the minds of the young. One of the notable circumstances connected with the great eclipse last August was that no time was lost in arranging a few preliminaries when the time came. It commenced precisely at the second, according to agreement, and went straight through the performance without a break. It was an illustrious example for every body in general and school-teachers in particular.

I have a few more important trifles noted upon my paper, but the consideration of them must be deferred to the next meeting.

ON TEACHING THE ELEMENTS OF GEOGRAPHY.

I SUPPOSE the students in our public schools spend more time in studying Geography than any other branch, except Reading, Spelling, and Arithmetic. They 'go through' a series of text-books consisting of from three to six numbers; they study Descriptive, Political, Mathematical, Astronomical, Ethnological, Historical, Theological, Hydrographical, Meteorological, Physical and *Metaphysical* Geography; they recite 'cut-and-dried' definitions, as the parrot says "Give Poll a cracker"; they answer from the books minute questions concerning countries governed by unclad negroes in Central Africa; and they speak of the names of insignificant rivers in barbarous lands, and of unimportant capes on the shores of unknown seas.

Yet, the chances are ten to one that, after all this, they can not bound correctly their own state, nor indicate a railroad route to New Orleans, nor tell you whether Niagara River flows north or south, nor describe the course by which the water from the village mill-pond gets to the ocean. It has long been remarked by the Faculty of the Normal University that, on examination for admission, candidates generally

stand very much lower in Geography than in any other study; and this, too, coming from all parts of our broad state.

Now, these facts indicate radical and wide-spread defects in the teaching of this branch of study; for there is no study pursued by our school-children better fitted, at least taken in its proper order, for the young mind, more interesting if rightly presented, or in which the results of study can be more readily retained. I propose, in a series of short articles in the Teacher, to indicate methods which seem to me proper to be adopted in the earliest stages of this study; and I will try to present them in such a shape that they shall be equally available for the pupils in town or village and for those in the most secluded district on the prairie. I will also try to put them so clearly, even at the cost of seeming to be tedious, it may be, that the most inexperienced teacher may adopt them, or—better—*adapt* them, to his use.

First, then, where shall we begin in this study? I reply, without any hesitation, we ought to begin in this study, as in any other, *where we find our pupils*. The youngest pupil in any of our schools knows what one is, and how to put one and one together to make two; this is the germ of all arithmetical knowledge; and here is the place to begin to teach him Arithmetic. He knows something of the use of words, and how to make a sentence after a fashion; and here is the place to begin to teach him Grammar. He knows something about direction and distance, about hills and plains and water-courses; and here is the place to begin to teach him Geography. Begin right here, with his present knowledge, acquired by his own eyes and ears, just on his present plane, and lay the foundation for a true, practical, scientific, *living* knowledge of the whole earth in its wonderful adaptability to the wants; uses and development of the human race. And begin this work, as the work in every department of knowledge is wisely begun, not by teaching him to repeat from a book the results of some previous investigation, in 'good, set terms', but, by appropriate and skillful oral lessons, help him to make clear to his own mind, and to arrange, the knowledge he already has, that it may become the substructure of the edifice he is about to erect under your guidance, assisted, by and by, by the works of good authors.

In my next I will make the attempt to assist in showing a proper course to be taken in these preliminary exercises. And let me say that it will give me great pleasure, if teachers who are interested will ask questions, or make suggestions, pertaining to this subject, through the medium of the Teacher.

E. C. HEWETT.

Normal, April 14, 1870.

PRIMARY READING AND PENMANSHIP.

BY MRS. J. H. JONES.

THE truth of the maxim "Well begun is half done" applies to no subject more forcibly than to that of education. In order that the superstructure may be firm and durable, the foundation must be broad and solid. One of the most encouraging features of education at the present time is the desire manifested by those concerned in it to ascertain the best methods of teaching the primary branches. Inquiry concerning no subject can be of greater utility, and improvements can no where be of more vital importance, than in the primary departments of our schools. How much precious time has been wasted, and how many children have been filled with permanent disgust for school and every thing connected with it, by the employment of methods entirely unnatural, and altogether at variance with every impulse implanted in infant hearts by him who created them. It therefore behooves friends of education every where to exert all their influence in annihilating every relic of what is absurd and senseless, substituting in its place that which is natural, true, and interesting.

The basis upon which all primary instruction should rest is that of Object Lessons. This is the medium by which alone the mental faculties of the little ones can be exercised, developed, and strengthened; and no attempt should be made to teach any branch whatever in the primary school apart from the object or illustrative method.

One of the most important subjects to be considered is that of reading, and in connection with it penmanship, orthography, and language, or primary grammar-lessons. These branches, as taught to young children, should not be viewed as separate and distinct from each other, but as indissolubly connected; and no lesson in one of them should be given without having regard to each of the others. We will endeavor to show how this may be accomplished. Children, on first entering school, should be taken through what we may denominate a course preparatory to reading, which should occupy at least from one to two months. During this period the school-exercises should consist mainly of conversations between teacher and pupils. The subjects of such conversations should be simple objects of an attractive and pleasing nature, and such as would assuredly not fail to attain the object desired, namely, to lead the pupils to observe in a systematic manner what is presented to them, and to give expression to the thoughts awakened by

such observation in correct and suitable language. At this stage, as at all others, the maxim "Proceed from the known to the unknown, from the near to the remote" should be constantly kept in view. Objects with which the children have become at least partially familiar at home, such as toys, fruits, flowers, articles of food and clothing, etc., afford an abundance of material for these preparatory exercises. Be it remembered that not until the close of this course should any reading be attempted. Nothing is lost by its postponement; on the contrary, much is gained. Before children can read intelligently, they must be able to understand what they read, and to form such sentences as compose the reading-matter with a certain degree of facility.

In giving the object lessons before referred to, care should be taken to discontinue the instruction upon the first signs of weariness exhibited by the pupils. One recitation should on no account exceed twenty minutes in duration, and, unless the interest of the class can be fully sustained, it should be limited to a still shorter period. As soon as the attention flags, the children should be relieved by the introduction of singing, marching, or some other new exercise. Fruitless indeed would be the efforts put forth to instruct children either before their interest has been awakened or after that interest has subsided.

Interspersed with and based upon the elementary object lessons should be the oral analysis of easy words into their component sounds,—an exercise imparting valuable aid to orthography. The teacher should first analyze the word by repeating it very slowly, and allow the children to imitate her, until they become enabled to perform such analysis themselves. Suppose, for instance, that the teacher this morning had given a lesson on a *rose*; had led the children to observe its beautiful color, its principal parts (stems and leaves), where it grows, its sweet fragrance etc.; she might in the afternoon require the pupils to reproduce three or four simple sentences concerning it, such as "The rose is red"; "I like a rose"; etc. She would then proceed to analyze some of the words in the following manner. *Teacher.* What can you tell me about the rose? *Pupil.* The rose is red. *T.* What is red? *P.* The *rose* is red. *T.* Listen while I say the word *rose* slowly. (Here the teacher would enunciate the sounds slowly and distinctly.) Repeat it after me. Now more quickly. The other words should be treated in a similar manner. At least two exercises of this nature, occupying ten or fifteen minutes each, should be given daily, until the children have acquired the power to analyze simple words with readiness.

Bearing in mind that reading, orthography and penmanship are to go

hand in hand from the commencement, exercises preparatory to penmanship should constitute a considerable portion of this preliminary course. Here again the efforts of the teacher will be greatly facilitated by the employment of objects. The pupils must be made familiar with horizontal, perpendicular, oblique and curved lines, all of these being required, to a greater or less extent, in penmanship. Ideas of the horizontal line, that being the one most easily drawn, should be first developed. The teacher should bring into the room a stick or ruler two or three feet in length, and, holding it before the pupils in a horizontal position, should direct them to observe what she does. She should then move her fingers along the surface of the stick from left to right, and allow a few of the pupils to do the same. The whole class should move their arms in the air, in the same direction as those did who touched the stick. The teacher should next proceed to make a picture on the blackboard, allowing the children apparently to guide her, ever remembering that the more fully *they* participate in the work, the greater will be their pleasure and interest in it. Dots should be made to represent the ends of the stick, a dot in the middle, and other dots between, until the intervening spaces are so small that the line can easily be drawn. The pupils should imitate every movement of the teacher's hand with their arms and fingers in the air. Perpendicular, oblique and curved lines should be treated in a similar manner, after which position and direction should be further taught and illustrated by means of the slates. The teacher, holding up a slate, should call upon the pupils to designate its parts—such as top, bottom, right side, left side, centre, middle of top, right corner of top, etc., and afterward to move their fingers from one point to another in different directions. They should then be required to place dots at any points named by the teacher, and subsequently to connect them by lines. (Too much pains can not be bestowed, at this stage, upon the manner of holding the pencil, the position of the body, the position of the slate, etc., as at this period more than at any other habits are formed which will certainly exert a power either for good or for evil on all the future penmanship of the pupils.

The following questions and answers between teacher and pupils will probably give the reader clearer ideas respecting this step than an abstract statement such as we have given can convey. *Teacher* (holding a slate before the pupils). What part of the slate is this? *Pupils*. That is the top of the slate. *T*. All touch the top of your slates. What do you call this part of the slate? *P*. That is the corner. *T*. What corner? *P*. That is the corner of the top. *T*. How many corners has the top? *P*. The top has two corners. *T*. What may we

call this corner? *P.* That is the right corner of the top. *T.* Put your fingers on the right corner of the top of your slates. Move your fingers along the top from the left corner to the right. Again. Again. (Similar questions should be asked and commands given in reference to each of the other sides of the slate.) What part of the slate do I touch now? *P.* That is the middle. *T.* Yes, but it is better to call it the centre. Put your fingers on the centre of your slates. Move your fingers from the centre to the right corner of the top, to the right corner of the bottom, from the left corner of the top to the centre, etc. All ready—raise pencils. When I say *one*, make a dot in the centre of your slates. (The teacher should make a picture of the slate upon the board, and place the dots, etc., simultaneously with the children.) When I say *two*, make a dot at the right corner of the top; *three*, make a dot half way between the other two. Now draw lines between those dots, commencing with the centre. *One, two, three.* It will be understood that all this should not be attempted in one lesson: the matter is sufficient for two or three, at least.

After such a course, it will be a work of no difficulty to teach the formation and connection of the short lines used in penmanship. The elements of the letters should be practiced until the pupils can form them with ease and accuracy. They should first form the down-stroke, and, to produce uniform movement, should count *one* while making each stroke, the teacher first doing so while forming the example on the blackboard. Next the up-stroke should be made; then the two combined; and so on, until all the component parts, and especially the difficult portions of the letters, have been mastered. As soon as the pupils have received the requisite amount of drill to enable them to execute these lines and combinations of them with uniform neatness, and at the same time have acquired the ability to express their thoughts respecting simple objects with a tolerable degree of fluency and correctness, the reading, spelling and writing-lessons proper may be commenced. How these are to be associated, and the mode of conducting the recitations, will appear in a future article.

BOCCACCIO was thirty-five years of age when he commenced his studies in polite literature. Yet, he became one of the greatest masters of the Tuscan dialect; Dante and Petrarch being the other two.

Franklin did not fully commence his philosophical works till he had reached his fiftieth year.

TWO WAYS OF DOING SCHOOL-WORK.—III.

BY E. L. WELLS.

MISSIT SCHOOL-HOUSE.

Location.—Unlike many other school-houses, situated on wet and worthless grounds, which might appropriately be called by the same name, the site of this house is on the highest rise, and the rockiest and roughest ground in the district.

Boundaries.—On the north and east by a much-abused rail fence, which separates it from the north pole and the northers and noreasters of frequent occurrence; on the south by a road which separates it from a cornfield, that serves for a shade and a retreat in the summer time and for a wind-breaker in winter; on the west by a wire fence, separating it from the Rocky Mountains and the cooling zephyrs therefrom.

Surroundings.—1. A diminutive, scattered quantity of water-soaked fuel. 2. An offensive, dilapidated, disgusting, knife-cut, chalk- and pencil-marked, detestable, old out-house, only fit to give a certain culture to the scholars of the Missit School, which some of them seem to have abundantly received. 3. There is no third in this enumeration; for, how could trees grow, when none were planted, etc. The scanty dimensions of the school-yard show the narrowness of the public-school interests of the people of this district.

Outside Appearance.—If the house was ever painted, it does not now show it. Some of the clap-boards, having become loosened, have been used for kindling fires. Board blinds once covered the windows, but most of them are off the hinges, or hanging on single hinges at all angles, creaking and striking the house with every wind that blows. The chimney, much dilapidated, has given its work to a pipe finding an exit through the centre of the roof. No platform with scrapers is found at the entrance of the house, but a few loose stones and large sticks of wood answer for steps, platform, and scrapers.

Inside Appearance.—The ceiling and walls, once wholly plastered, have been patched in several places, and are as spotted as the leopard. Some of a set of charts, which cost the district \$25.00, have been used to cover a few otherwise open places in the ceiling, and most of the others have been used for curtains and to place in windows where glass is broken. So much glass is broken in one window that the blinds have been shut and nailed fast. The floor, worn and broken, with the aid of the unbanked and broken foundation of the house,

furnishes ventilation, if not strictly according to Ruttan. The seats and desks are long, high, cut, marked, and rickety. On the original and dingy walls and ceiling are large chalk names, pictures, and rhymes. I copy two of these rhymes:

"Sally Missit is my name,
And sum hansum young man is my ame."

"Moses Rueit is my name,
And some hansome young wooman is my aim."

The blackboard is about 3 feet by 4, so high on the wall that the younger scholars can not reach it, and so smooth and greasy that the older ones and the teacher can not use it. The stove's grate is broken, its door has one broken hinge, its legs are like the feet of the image of Nebuchadnezzar's dream—partly of brick and partly of clay—in the shape of bricks. The pipe, covered with hieroglyphics, dislocates at times its smoky joints. The one door of the school-house has a stick of wood on the floor for its latch. The bail is off the water-pail, and the handles of the cup and broom are broken. In the line of apparatus, etc., the room is *sans* bell, *sans* chair, *sans* dictionary, *sans* globe, *sans* outline maps, *sans* every thing, except the misused charts before mentioned, and one of Israel's Bible maps, which the agent, who sold it, ought to have been made to swallow and then burn, and, perchance, both might have been concentrated into useful ashes.

This is the condition in which young Wouldbe finds the Missit School-House on the first morning of his term of school; and a sorry time he has of it, too,—building a fire with wet fuel, in a smoky stove, with the pipe well filled with soot and ashes.

In what condition does Miss Goodsense find the Excelsior School-House on the first morning of her first term there? I am pleased to tell you. Its site was chosen because it is the best—and this includes the most pleasant—place near the centre of the district. The yard, of an acre, is neatly and substantially fenced, and is well covered with grass in the summer time. Several of the older scholars have, in this yard, each a tree of his own planting: these, and all the other trees, as well as the vines, plants, and flowers of summer, are held sacred by every one belonging to the school.

The fuel is kept dry in a building for the purpose. Two other out-buildings in the corners of the back-yard are in neat condition. A high and tight board fence extends from the centre of the back end of the school-house to the centre of the rear fence of the yard, which, also, is a tight board fence, and is continued until these out-buildings are inclosed from the gaze of persons in other parts of the yard, and in the road

passing by. The building and fences seem to be free from marks of chalk or pencil and cuttings of knife. A good well and pump are in the yard. The school-building, painted white, has green blinds; a belfry containing a bell that can generally be heard over the district; good steps, platform, and scrapers; board walks, leading to the pump, gate, and out-buildings; convenient rooms for clothing; and a high, well-ventilated, convenient and comfortable room for the sittings of the pupils. This room has an oak-grained wainscoting, blackboards, and papered walls, on all of its sides, a white-washed ceiling, curtains at windows, a good stove, with joints of pipe riveted together, and convenient iron-framed furniture for pupils, with table, and chairs for teacher and visitors. There are, also, a wash-stand, with glass, basin, soap, and towel, thermometer, two pails and cups, dictionary, globes, outline maps, with other apparatus and a suitable case. The blackboard, extending around the room, is in good condition, and well supplied with erasers, crayons, and pointers.

Some of the causes of this great difference in the properties of these two districts will be hereafter given.

[To be continued.]

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, May, 1870. }

MINIMUM AGE OF ELIGIBILITY TO LICENSURE AS TEACHERS.

A COUNTY SUPERINTENDENT writes as follows:

"I have had at least twenty applicants whose ages were from fourteen to seventeen years. I have refused examinations in all cases under seventeen. Have I the power to refuse certificates to females under eighteen, and to males under twenty? I think the welfare of our schools demands it."

All questions that come up in the practical administration of the school-system must first be referred to the school-law itself: if the statute is clear and explicit, no interpretation or construction is necessary; if it is not only explicit but peremptory, it must be obeyed to the letter, without reserve or hesitation. If the language of the law is not perspicuous, resort must be had to the established rules of interpretation and construction, to ascertain the probable meaning; and if a statute is

not peremptory, but only advisory, it is proper to inquire what and how much is left to the discretion of the officers charged with its execution. And finally, in carrying out the provisions of a peremptory law, it is warrantable to consider the legitimate boundaries of what is mandatory, and what there may be, beyond those limits, that is still discretionary.

Applying these principles, and recurring first to the law in the case, Section 50 of the School-Law reads as follows:

"No teacher shall be authorized to teach a common school under the provisions of this act, who is not of good moral character, and qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and the history of the United States. It shall be the duty of the county superintendent to grant certificates to such teachers as may, upon due examination, by himself or a board of examiners by him appointed, be found to possess the necessary qualifications."

These are the only provisions contained in the school-law concerning the conditions of the licensure of teachers. It will be seen that those conditions are *two* only—good character, and suitable proficiency in certain enumerated branches. Respecting the *age* of the applicant, the law is silent. Hence, the rule of the law is that persons possessing these two necessary qualifications are entitled to receive, and have a right to demand, a certificate from the county superintendent, of such grade as the character of the examination sustained may, in the judgment of said superintendent, seem to warrant. This is the true spirit and meaning of the law; and as *it* prescribes no limits of age, much less can a county superintendent do so. For him to lay down any fixed and arbitrary rule as to the age above which or below which a candidate must not be, would be a manifest assumption of power not granted in, and contrary to, the school-laws of the state.

Does it, then, follow that a county superintendent must license as a teacher any mere child, who may be of good repute, and precociously familiar with the branches enumerated in the law? Not at all. There may be incidental disqualifications, which would not only justify a superintendent in refusing a certificate to a person of good character and suitable scholarship, but which would even make it his duty to refuse. Among such extraneous disabilities may be mentioned, great infirmity and irritability of temper; physical weakness and prostration; strongly-developed unfavorable mental idiosyncrasies; great lack of teaching, organizing and governing power; serious and incurable impediments of utterance and articulation; deafness, total or partial, etc.; and that general lack of force and stamina of character incident to extreme

youth, on the one hand, or to the infirmities of extreme age, on the other.

Something more than mere probity and scholarship are necessary to fit a person for the weighty and responsible duties of a public-school teacher, and the marked absence of such collateral and extraneous mental, physical and personal attributes and qualities as are known to be requisite to the proper and efficient discharge of those duties may, and should, be regarded as a sufficient reason for withholding from such person a teacher's certificate. These are, of course, exceptional cases, and do not affect the general rule of the law, as previously stated.

That certificates may, in some instances, be refused on the sole ground of the extreme youth of the applicant, is therefore unquestionable. But it is not practicable to establish any fixed rule on the subject, or to prescribe any particular age below which no applicant will be licensed. We all know the great diversities of development and character in different young persons of the same age. Some are better qualified, in all respects, to teach at the age of sixteen or seventeen than others are at eighteen or twenty. As a general rule, I should certainly say that a child of fourteen should not be intrusted with the labors and duties of the school-room, and the evidences of a counterbalancing maturity and steadiness of character should be extraordinary indeed to warrant the licensing of any one of that age.

It must remain for county superintendents to exercise their own best judgment and discretion, deciding each case upon its own merits rather than by any predetermined rule or standard in respect to age; looking more to the signs of maturity of mind, of prudence and good judgment, of steadiness and decision of character, than to the mere matter of years—licensing none who are manifestly unfit and unequal to the duties of teachers by reason of youth, and refusing none who, though very young, would obviously make good and successful teachers.

SCHOOL VISITATION.

In explaining the term 'every school', in the last number of the Teacher, incidental reference was made to the fact that the strict letter of the law does not require a county superintendent to visit each school in his county but once every year. It was only meant by that to intimate that a superintendent would not be liable to removal, or other penalty, for neglect of duty, if he saw fit to limit his visitations to the strict requirement of the letter of the law. It was by no means intended to favor the idea that a superintendent should be satisfied, or that the true *spirit* and *intent* of the law would be satisfied, with so narrow and

meagre a view of duty, or with so unworthy a conception of what is really expected and required of the chief common-school officer of the county. His true rule of service and duty is to be found in the actual condition and needs of the schools of the county, and not in the minimum demands of the statute. The question for every faithful superintendent to answer is, not *how little* can be done without incurring the penalties prescribed for neglect of duty, but *how much* can be done, and should be done, for the improvement of the schools. My views of the great importance and value of close and faithful supervision and frequent visitation of the schools, and of the enlightening, uplifting and harmonizing influences that may be exerted upon all the school communities of a county by the presence, advice and public addresses of a faithful, competent and experienced superintendent, are fully set forth in my reports and official decisions. The views therein expressed are still entertained, and with an increased conviction of their importance and truth. There are counties in the state which have been actually revolutionized, in respect to public education and common schools, through the faithful, intelligent and practical labors of county superintendents. If every county in the state had such a superintendent, assaults upon the school-system would soon find no countenance in public opinion; and if there is not such a school-officer in every county, it is not the fault of the system, but of the people themselves, who have the power to elect whomsoever they will.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

OUR PROMISE.—In a recent number we stated that it was part of our plans to secure from teachers of successful experience articles written for the especial benefit of those just commencing the work. We are happy to present in the present number a partial fulfillment of our promise. If we judge rightly, our readers will all gain many valuable hints from articles herein contained. The article by Mrs. Jones clearly marks out a course preliminary to giving instruction in writing with pen or pencil to children when they first enter school. Mrs. Jones is a teacher in one of the public schools of Cincinnati, where this subject has received much attention and most excellent results have been reached in the lowest grades. We have on hand an article of similar scope on primary reading, written by a lady formerly in charge of the primary department of the model school of the Normal

University. It was received too late for use this month. Prof. Hewett's article on primary geography places the study on a philosophical basis, and looks forward to the gaining of knowledge through mental development and discipline, not in a parrot-like manner. Miss Peabody's article will receive close study, as it gives the philosophy upon which the Kindergarten system of instruction is based. Miss Peabody is one of the leading educators of New England, and was the first to call the attention of the American public to the Kindergarten. Prof. Roberts's talks will, in a familiar way, give many valuable hints to teachers in the daily manipulation of their schools.

HOW MAY PUNISHMENT BE AVOIDED AS MUCH AS POSSIBLE?—Aside from the notions of a few extremists, whose prejudices or personal feelings are apt to run away with their judgment, there is no doubt that there is a growing tendency on the part of people generally to discountenance the resort to corporal punishment as a means of discipline in school. This fact is to be taken as a favorable omen; for there is an indication of real advancement in society when it demands an appeal to the higher and nobler attributes of humanity in the management of youth. We purpose saying a few words on school punishments, with more direct reference to the question of their diminution.

A knowledge of childish human nature is one of the conditions to successful management in the school-room. The teacher who would undertake to control a number of children without some idea of the manifestations of mind and the manner of its growth would make as serious blunders as would a field-hand among the exotics of the conservatory. As well could the plowman, ignorant of the culture of the choice varieties of the grape, expect to raise a rich harvest of luscious fruit, as could he who is ignorant of the philosophy of the mind expect to train it up to the fruition of a noble manhood.

Children are dependent. They naturally lean upon some stronger arm, cling to some guiding hand, whose lead they follow without hesitation. It is natural for them to repose confidence in their superiors; and until their trust has been betrayed, or the sympathy their natures so strongly crave is withheld, they are bound by the strong cords of an undoubting faith. They render themselves willing subjects to the control of respected authority. The first step toward good government by the teacher, then, should be to retain the confidence and respect which his pupils will naturally accord to him at the outset. Let truthfulness and sincerity characterize his every act toward them; let his conduct be above any suspicion of unfairness or favoritism; let a genuine sympathy and a real interest for their progress appear in his intercourse with them; and it is not difficult to foresee that government as a penal institution will be but seldom practiced.

But in school government provision should be made for a forgetfulness and carelessness characteristic of humanity in general, and especially of children. The most careful coöperation of teacher and pupils will not prevent accidents, or overcome the frailties of childish nature. The brushing of a book from a desk by some one passing along the aisle illustrates the former, and can be avoided by having every thing in its place. Let only the books which the pupil is at the time studying ever be found on the desk. System diminishes much the friction of school work. Of the latter class of annoyances the unintentional restlessness of some and the all-absorbing love of sport in others are illustrations. Of these cases each

individual instance should receive its peculiar treatment. Of all such, however, a general habit of industry is a good preventive. When a judicious programme arranges a suitable variety of employment for the whole time, and a lively interest is excited in the work, very many of those little annoyances born of idleness are excluded.

But there are other annoyances of the school-room, arising from a premeditated design of the wrong-doer. They are intentional, but generally unaccompanied by a willful and malicious intention to oppose the teacher. In number and character they are almost as varied as are the natures of the children. Though they do not arise from stubbornness, no one of them should be overlooked. Each one should receive such treatment as its peculiar case demands. In this respect the teacher may receive a valuable hint from the penalties attached to physical law. The fire burns whenever the finger is thrust into it, and it does not wait for the *second* chance. So one experience is sufficient to teach the lesson of avoidance. The teacher should in no wise overlook a wrong act. It may be that a caution, a mild reproof, an expression of disapprobation, will suffice to prevent its recurrence. But when the necessity arises, let the punishment be adapted to the offense. In devising proper punishments the teacher often finds his ability and ingenuity sorely tried. From a lack of these, or an aversion to the exercise of them, he frequently resorts to the rod as the speediest cure. But often, though the particular disease is cured, the patient is far from well. Through fear of physical pain, he submits; but it would have been far better if obedience had been secured by an appeal to higher motives.

There is still another class of cases in school management deserving our attention. We refer to offenses accompanied by a perverse disposition—a determined, willful opposition to authority. These may arise from some sudden manifestation of anger, or may possibly grow out of some of the cases before mentioned. Here it may be necessary to resort to corporal punishment. In doing so, the object should be reformation and prevention. How can these ends be best reached? By not punishing in anger. “A wrathful man stirreth up strife; but he that is slow to anger appeaseth strife.” Punishment in anger is apt to be extreme, and to destroy the respect of the wrong-doer and of the whole school for the teacher. Correction should at all times be given in kindness, and with an earnest desire for the good of the offender.

Take time for consideration. Reflection will some times enable the teacher to discover a better method of punishment, and it some times has the effect of leading the pupil to a wiser judgment, thus avoiding it entirely. It gives opportunity, also, to advise with parents, and, by a common understanding with them, to agree upon a plan of action more effectual than many stripes. Care should be taken, however, that this delay does not lead to a forgetfulness of the case altogether. Very much of the moral effects of punishment lies in its certainty. Make punishment effectual, severe enough to answer its purpose, but not more so. As to its severity, the teacher should exercise a careful judgment. Perhaps it would be well to receive the pupil's own assurance as an indication, allowing his future good conduct to show its farther necessity or otherwise. If the pupil is peculiarly stubborn and refuses to yield, it may be well to cease the punishment before there are any traces of its severity, and leave the offender to consider his course till a subsequent time, when it may be resumed.

The opinion of almost every one who has written upon the subject is that punishment should generally be inflicted in private—that is, not before the school. It is well, however, that it should be given in presence of witnesses, that its character and severity may be known to others than the teacher or pupil.

PUBLISHERS' BOARD OF TRADE.—In compliance with previous call, several of the leading publishing-houses of the country sent delegates to a convention in New York, March 16–18, last, to consider the various questions connected with the introduction of text-books. As a result of their deliberations, a publishers' Board of Trade was organized, with Wm. H. Appleton, New York, as President. Articles of association were framed, and signed by the principal publishing-houses of the country. Among the by-laws of general interest are the following: Rates of introduction into schools or any literary institution shall not be less than one-half the regular retail prices; no books are to be sent to any parties whatever for introduction on sale or commission; no money, books (except single copies for examination), or any thing else, shall be offered by publishers, or others representing them, to secure the introduction of books; each publishing-house may establish not more than eight agencies in the United States, for the purpose of correspondence and introduction of books; all field agents shall be withdrawn as early as July first; new editions shall be introduced on same terms as new books; no allowance shall be made for old books.

A paper was read before the convention by Mr. J. C. Barnes, setting forth the necessity for the organization. Among the many evils of the present methods were the following concerning teachers:

"Teachers are rapidly acquiring a knowledge of how 'these things are done', and are not slow in turning an 'honest penny' by offering their services to agents as *subs*, or holding themselves open to overtures; or, not meeting with '*accidental*' chances, they open a correspondence with publishers, who are supposed to be (and really are) ignorant of the situation, proposing to have samples of a series of Readers, Geographies, or Arithmetics (some times one series and some times all), which they desire to examine for the purpose of introduction. These samples are sent. Perhaps the very books are used, and have been for years. Soon the said teacher writes again, and orders a given quantity at Introduction price. These are sent, and sold at full rates by the teacher, and the publisher congratulates himself on a new introduction."

"Tenth. The tendency of this agency business is corrupting and demoralizing to every class of persons that are parties: first the agent himself, then the school-teacher, the members of boards of education, the scholars themselves, and finally the bookseller. The first—*i. e.*, the teacher—is always enlisted by presentation copies for examination, which is well enough, if that were always sufficient; but the watchful eye of the agent detects a hesitancy in acknowledging the superiority of the books presented for introduction, and he soon supplies golden spectacles, in the shape of a Webster's Quarto or some lesser or greater light, to enable the aforesaid teacher to 'see it'.

"Teacher quickly becomes enlightened, and the next opportunity he has to introduce a new series, he knows how to '*do it*'. To work up a case with the Board of Education frequently requires more seductive offers than handsomely-bound books. Their weakness is for greenbacks, and we know of agents of a house that have their pockets full for such emergencies."

If this movement of the book-publishers shall be successful in accomplishing its purpose, it will be one of the most important steps forward for the cause of education and for the good of community that have ever been taken. We speak of the

subject in its bearings upon public interests. Of the numerous forms of corruption so fearfully prevalent, there is probably no one more extensive or more powerful in its influence upon public morals than this one pertaining to handling of school-books. Others tower above it in magnitude of single items, but none exceed it in its general extent. It is peculiarly mischievous because it tampers with our educational interests. From our schools we expect those principles to emanate which shall elevate and purify society. The purity and stability of the government is based upon the intelligence and honesty of the people. Now if men of easy morals, whether as boards of education, superintendents, or teachers, are in charge of the schools, it is not a difficult thing to foresee the standard of morality in them. The law that the stream will not rise above its fountain is generally as true in ethics as in mechanics. If children leave the school with a doubtful standard of what is right and what is wrong, the result upon society and government will be most disastrous. Among the influences which mould the character of children, none are more powerful than the pure lives of those having them in charge.

We repeat, then, that if publishers shall be able to shut the avenues to this species of corruption they will merit the gratitude of the public.

Another good result which we hope will come from the movement is the diminution in the price of school-books. On this subject we have spoken before, and only say now that it seems reasonable that books that are published by the fifty thousand or hundred thousand should be sold at very much less rates than works of purely literary character, issued in editions of one or two thousand.

BLACKBOARDS.—A correspondent asks us to state the manner of preparing wall for blackboards and how to paint them so that they will be durable and serviceable.

It is quite immaterial whether the surface be of brick or of common lath. The lime used in the first and second coats should be completely slacked, else its subsequent slacking will cause blisters in the wall, which afterward scale off and cause roughness. It is well to mix some lampblack with the third coat, though a good board can afterward be made upon it if it is only of the common hard finish. After the wall has become perfectly dry, it should be carefully sand-papered till perfectly smooth. A smooth board will save its additional cost in rubbers and crayon, besides answering its purpose better every way.

The following recipe for paint for painting the wall is recommended by E. A. Sheldon, Sup't Schools in Oswego, N. Y., and has been strongly recommended by others who have tried it. "One gallon alcohol, 1 lb shellac, 2 ozs. lampblack, and 2 ozs. ivory black. Make the mixture twenty-four hours before applying it, that it may become thoroughly dissolved, then strain it through fine muslin, when it is ready for use. Apply it smoothly and rapidly, with a fine, flat varnish-brush. The mixture should only be prepared as it is wanted for use, as the alcohol evaporates rapidly. It may be renewed, however, by adding more alcohol. With new wood boards one coat of common paint should first be applied: lead or any dark color will do. Then put on two coats of the mixture. The amount named in the above recipe will cover from three hundred and fifty to four hundred square feet, two coats. It may also be put on any smooth, hard-finished wall, without paint. Old boards require but one coat, and it is ready for use as soon as put on." On new walls, uncolored, we would recommend the use of three coats; but if lampblack was mixed into the finishing coat, two applications will be sufficient.

THE ILLINOIS SCHOOL PRINCIPALS' ASSOCIATION will hold its second annual meeting in Chicago, Wednesday, Thursday and Friday, July 6th, 7th and 8th. The programme is not quite ready for this number, but will be completed by the 10th inst.

Miss Elizabeth P. Peabody, Cambridge, Mass., occupies two hours of the first day speaking of *Kindergarten Schools*, and *Primary Teaching* as exemplified therein. Rev. Edward Eggleston, Prof. W. Wilkie, Dr. R. Edwards, W. A. Jones (Prin. Ind. State Normal School), Dr. Samuel Willard, S. H. White, and others, are expected to follow in the discussion. The remainder of the day, after the usual addresses, will be devoted to a discussion on teaching *Vocal Music* in the public school, led by Prof. E. E. Whittemore, Chicago.

Miss Peabody opens the second day's session with a lecture on *Universal History, and its adaptation to the wants of the American student*, followed by discussion by Messrs. Alvord, of Freeport; Albee, Racine, Wis.; J. W. Cook, Normal; Andrews, Macomb; and others. Each subject, after the announced speakers are done, is open for general remarks and discussion, and time will be allotted for such. Next following is a paper by Mr. E. W. Coy, of Peoria, on *School Records and Reports*, discussed by Messrs. Clark, Ottawa; W. D. Hall, Lasalle; E. P. Frost, Springfield.

Afternoon of Second day—*Ought text-books to be furnished at public expense?* by E. C. Smith, Dixon, Ill.; discussed by Hon. J. L. Pickard, Chicago; Rev. Albert Ethridge, Princeton; S. M. Etter, Bloomington; H. H. Grover, Moline; J. H. Atwood, Onarga. Miss C. F. Currier lectures on and illustrates *Methods of Teaching Drawing*.

Morning of Third day—*School Accommodations*, by E. A. Gastman, Decatur: Discussion—G. D. Broomell, Chicago; Dr. J. A. Sewall, Normal; P. R. Walker, Creston; H. Ruliston, Durand; J. V. Thomas, Dixon; Prof. Barney, Charleston; Sup't Maltbie, Geneseo; C. P. Hall, Granville.

In the afternoon—*Special Teaching*, by I. S. Baker, Skinner School, Chicago: discussed by W. J. Bromfield, Mendota; Alfred Kirk, Chicago; H. H. Smith, Alton; H. O. Snow, Batavia.

Most of the above-named men have been heard from, and will be on hand. The committee are waiting for a few decisions, when the complete announcement can be made.

This Association was organized to meet a want for opportunity to discuss various educational problems more thoroughly and carefully than is practicable or profitable in the large meetings of educators of widely-differing necessities. Earnest, thoughtful workers, who are responsible for the conduct of systems of schools and plans of comprehensive education, will find the meeting a valuable means for intimate conference and searching investigations of principles and their practical workings. Of special interest on that occasion will be the discussion upon principles of teaching, especially as exemplified in Kindergarten schools. Every teacher who has thought upon the philosophy education, upon the modes and the order of mental growth, and the development of knowledge, will be the stronger and clearer for his contact with the views of others on these topics.

Opportunity will also occur for visiting collections of natural science and great wonders of art, of labor, and of commerce, in the city. The meeting will be one of the most important in its bearing upon the working of our schools ever held. The full programme will appear in next number.

HON. N. BATEMAN.—The attention of the readers of the Teacher is called to the following card of Hon. N. Bateman, Superintendent of Public Instruction, in reply to charges made in the Constitutional Convention now in session at Springfield. The situation in which he was placed compelled Mr. Bateman, out of respect for himself, to make this statement, and it is right that the educational men of the state, with whom he has labored so long, should know of it.

The well-established principle that every man is presumed innocent until he has been proved guilty seems to be reversed in the present days, especially with reference to public officers. The insinuations of dishonesty made against the Superintendent, concerning things of which the gentlemen might have positively informed themselves, betray the little spirit of mean suspicion, rather than the frank and honorable purpose of an honest, manly opponent; while the charges directly made are shown to be so thoroughly false as to betray but little regard for candid statement.

It will be noticed that a suspicion is cast upon the official honesty of every man in the state through whose hands any part of the school-money passes. This is equivalent to saying that the people, in their state, county, town or district organizations, have not the foresight to select honest men for office, or that there are none to select.

The straight-forward, unreserved statement of Mr. Bateman concerning all the points alluded to will satisfy the people against any such charges as have been made against him.

A CARD.

SPRINGFIELD, ILL., *April 4th, 1870.*

In the Constitutional Convention, February 21, 1870, as appears from the Convention Register of March 1, 1870, the report of the Committee on Executive Department being under advisement, the following words were uttered:

[1] "MR. TINSCHER. He (the Superintendent of Public Instruction) is at liberty to go into the book business, perhaps not publicly, but in partnership with every man in Connecticut, in the publication of school-books; and then, going to work with his Superintendents in each county, he gets the books inserted in their schools by some twist of the wrist, and requires the people to change their books every four or six months, as has been the case in many instances. . . . [2] It has been the custom for any body to force new books into the schools whenever they desire to do so, and it appears to have begun at headquarters. . . . [3] While it has not heretofore been regarded as a profitable office, that of Superintendent of Public Instruction, yet I understand a man may go into that office in poverty, and in a few years he becomes one of the wealthy men of the state."

The truth is:

1. I have never received, directly or indirectly, one cent, more or less, nor any thing of the value of one cent, more or less, from any author, publisher, printer or agent of any school-book, or series of school-books; nor from any person or persons in any manner connected with or interested in the making, publishing or selling of any school-book or books, for or on account of the giving or withholding of any recommendation, indorsement or approval of any such school-book or books, or any other book or books, nor for aiding, abetting, assisting, proposing or conniving at the introduction or exclusion of any school-book or books into or from any public or private school or schools, or other institutions of learning, in this state, or any other state. Nor have I ever had any connection of any sort or description, public or private, secret or open, direct or indirect, with any author or authors, publisher or publishers, printer or printers, agent or agents, of any school-book or books; nor with any county superintendent of schools, school-trustee, school-director, or other school-officer or officers, or with any teacher or teachers, or any other person or persons, in this state or elsewhere, concerning or in relation to any school-book or books, with a view to profit, or with any other view or object or purpose whatever.

2. While I am free to express my impartial and unbiased opinion of the merits of

any and all school-books falling under my notice, so far as time and opportunity of examination will allow, and it is strictly right and proper to do so; yet I have never advised or recommended any county, township, city, school-district or school in this state, in any manner or form, directly or indirectly, to change any school-book or school-books; nor have I ever conferred with any school-officer, teacher, or other person or persons, in any county, township, city, school-district or school, in this or any other state, concerning the introduction or exclusion of any school-book or books into or from any school in the state; nor have I ever been interested in, a party to, or even knowing to or cognizant of, any proposed introduction, exclusion or change of any school-book or text-book or books, in any school or schools in this state. I have no legal, official or discretionary authority or power whatever in the matter of text-books in the public schools, and have never claimed, assumed or exercised, or desired or attempted to claim, assume or exercise, any official or other authority in relation to the introduction, use or change of school-books or text-books. It is a matter belonging wholly and exclusively to the local boards of education and of school-directors.

3. The statements that have been made and circulated may warrant a word concerning my private affairs. I did not 'enter the office in poverty', and have not 'become one of the wealthy men of the state'. What I now have is not more than would have resulted from the investment, at the usual rates, of the sum I possessed when I first entered the office. I have received from the state, for my nine years of service as Superintendent, the sum of \$21,650, and no more,—being an average of \$2,405 per annum.

In the same number of the Register occurs the following:

[1] "MR. MOORE. . . It is only necessary to refer to the immense amount of money that the Superintendent of Public Instruction has a right to direct and control. . . It is all advised and controlled through his office. The sum of money subject to the management of that officer in 1865 was \$3,316,739. In 1866 it was \$4,445,130. In 1867 it was \$5,707,810. In 1868 it was \$6,896,879; and in 1869 it amounted to the immense sum of \$7,201,202—more than the entire revenue of the State of Illinois."

[2] "He has aided in increasing their salaries (of county superintendents), from 1867 to 1869, almost one thousand dollars each. In 1867 the average allowance to these county superintendents was \$1,048. In 1869 it rose to the enormous sum of \$1,924 . . . , one-half of which is all they ought to be allowed to have."

[3] "We have \$1,018,158, that is not used for any purpose that they dare report, or that they do report. . . . There is in the neighborhood of half a million a year that no body accounts for at all in the reports."

To the above I remark:

1. Not a dollar of any of the various sums mentioned in the foregoing quotations is in any manner, or to any extent, directly or indirectly, subject to the direction, management or control of the State Superintendent. He has absolutely nothing whatever to do with that money, or any of it, nor any knowledge, even, of the manner in which or the purposes for which it, or any of it, is expended, until the facts are reported to him by the proper school-officers, just as other statistics are reported, to be embodied in the state report. It is not until the transactions of the year are completed, and the financial record of each district, township and county is made up, that the State Superintendent knows, or can know, any thing whatever about the amount of local taxes levied, the number and cost of school-houses built, the amount paid teachers and school-officers, or in relation to any other matter or thing connected with the financial management, condition and expenditures of the schools. The relation of the State Superintendent to all the financial statistics reported to him is precisely the same as his relation to other statistics—such as the enumeration of children, the number of districts, of schools, of pupils, etc. His whole authority, right and duty in respect to all the statistics pertaining to the school-system of the state is to collect them as reliably as possible, and then to arrange, classify and publish them in his biennial report, for the information of the legislature and the people of the state. He can not alter or change any statistics reported to him, and is in no manner or sense responsible for any items of taxation or expenditure reported to him, any more than he is for the number of school-children or of school-districts and teachers reported to him. I have never dictated, managed or controlled, or attempted or desired to direct or control or influence, the expenditure of a dollar of the school-fund, and, as already

said, I have never known any thing about any such expenditures until they were made and reported to me as statistical information.

2. The average compensation of county superintendents for 1869 was not \$1,924, but \$924, as my original report, on file among the papers of the Convention, will show.

3. The state statistical report is made up wholly from the reports of county superintendents, and always includes every item contained in said reports. The reports of county superintendents are wholly made up from those of the township treasurers, never omitting an item contained in the latter. Hence, if there are any school-officers who dare not and do not make full and true reports, they must be the township treasurers, who receive, keep and pay out all school-moneys of every description. These treasurers are appointed by the trustees, who are annually elected by the people. Twice a year their books and accounts are examined and overhauled by the trustees, who may summarily remove them at any time. They are all under heavy bonds, doubly secured, from the liability of which our Supreme Court have declared that neither negligence, nor unavoidable accident, nor a felony committed by another, nor any thing whatever but the act of God or the public enemy, can excuse or release them. They can not pay out a dollar except upon a legal order of the directors, and every such order, to be legal, must state the particular object or purpose for which the money is required. Their reports are based upon these vouchers and other official records and documents. All this renders it highly improbable, to say the least, that these treasurers should attempt, or be able, to leave unaccounted for some half a million of dollars annually. I believe the simple truth to be that the whole excess of receipts over expenditures, in any given year, is in the safe custody of these two thousand treasurers, standing partly to the credit of the eleven thousand districts, and partly as undistributed township funds, awaiting the action of the trustees, protected by official bonds to the aggregate amount of over thirteen millions of dollars, and that every dollar of these funds is about as safe as human legislation can make it.

I have made these statements from a sense of propriety and duty. I have received repeated and unwonted marks of regard and confidence from the people of Illinois, and I heartily acknowledge their right to scrutinize all my official acts, and my obligation to explain every matter connected with my administration of the important affairs committed to my care, so far as may be necessary or desired. As State Superintendent, I have never knowingly violated, in letter or spirit, any law regulating my official duties, nor done any other act or thing which I have the least desire to conceal or withhold from the public, but have from the first, to the very best of my ability, devoted my whole heart and strength and time to the interests of public education. And here I leave the matter, not allowing myself to believe that any man, in the Convention or out of it, wishes to do me an injustice.

NEWTON BATEMAN.

NATIONAL TEACHERS' ASSOCIATION.—This body will hold its next meeting at Cleveland, on the 17th, 18th and 19th days of August next. The lecturers and essayists engaged, thus far, are, I. S. Baker, of Chicago; Prof. J. W. Hoyt, of Madison University; E. Tourjée, Mus. Doc., Director of New-England Conservatory of Music; Prof. E. A. Sheldon, of the Oswego Normal School; Hon. F. A. Sawyer, U. S. Senator from S. Carolina; Gen. John Eaton, jr., National Commissioner of Education; Prof. George A. Chase, Prin. Female High School, Louisville, Ky.; and Charles W. Eliot, Pres. Harvard College, Cambridge, Mass. *The National Normal Association* will meet at the same place, on the 12th and 13th, and the *National Superintendents'* just previous to the Teachers' Association. A more complete programme will appear in the Teacher for June. Hon. A. S. Kissell, Superintendent of Schools, Iowa, will lecture, *The Duties of the State with reference to Higher Education*.

CIRCULATE THE TEACHER.—Will our readers call the attention of their friends to the articles in this number on the practical work of the school-room, and note that they are introductory to others on the same subjects? Their great value to all teachers, especially to beginners, can not be questioned. We feel that we are not influenced by a purely selfish motive when we ask our fellow teachers to help increase the circulation of the Teacher. There is need of such articles as these and others in its pages being read by the mass of teachers in the state.

EDUCATIONAL NEWS.

ILLINOIS.

AURORA.—Principal F. H. Hall, of the West-Division Public School, recently held a mathematical contest among his advanced pupils, which was very interesting. Nine problems were given—part of them by the principal, and the remainder by business men of the city. They were all practical applications of arithmetic, and most of them involved questions of considerable intricacy. In thirty-eight minutes two pupils, a boy and a girl, had solved all save one. After trying this one a second time, both secured the correct result, and each received a prize. The contest was attended by about forty visitors, who were greatly pleased with the proficiency of the scholars.

CHICAGO.—The annual examination of the Grammar Departments of the Chicago Schools was held on the 14th ult. As the graded schools throughout the state are based largely on the Chicago system, the questions used will, we presume, possess a general interest. They are as follows.

SECOND GRADE.

[Time allowed for whole exercise, 9.30 to 11.45.]

Arithmetic.—1. What is a Prime Number? Illustrate.

What is a Multiple? Illustrate.

2. If $\frac{4}{5}$ of a bushel of wheat cost $\$3\frac{1}{4}$, what will $5\frac{1}{3}$ bushels cost?

3. A horse and carriage are worth $\$320$; the horse is worth $\frac{2}{3}$ as much as the carriage: what is the value of each?

4. Divide .003 by .24. Also, divide .24 by .003.

5. How many bushels of corn at \$.75 a bushel will pay for a pile of wood 12 feet long, 12 feet high and 4 feet wide, at \$9 a cord?

6. A certain number plus 75 per cent. of itself is 147: what is the number?

7. A real-estate agent sold a lot $37\frac{1}{2}$ feet front, at \$70 a foot: what was his commission at $2\frac{1}{2}$ per cent.?

8. 3 pk. 4 qt. is what decimal of a bushel?

9. What is the value of the following fraction: $\left\{ \frac{3\frac{1}{4}}{8\frac{1}{8}} \times \frac{1\frac{1}{3}}{5} \right\} \div \frac{1}{2}$?

10. Find the product of .875, .025 and .0006.

Geography.—1. Bound South America.

2. Name the countries of South America that lie wholly north of the equator. Those crossed by the equator.

3. What are the political divisions of Western Europe?
4. What parts of Europe are valued mainly for iron and copper mines?
5. Bound the country of which Dublin is the capital.
6. Draw a map of the part of South America that has no capital.
7. Name the five principal cities in the country of Europe which ranks first in commercial importance.
8. Name four large rivers of South America in order of their size.
9. What parts of South America are valued principally for grazing?
10. What cities of South America are situated upon a mountain chain?

Grammar.—1. Write a declarative sentence—an interrogative sentence—an imperative sentence.

2. Write a sentence having one principal proposition and one subordinate proposition.

3. What rule is violated in this sentence—"Me and him did it."

4. Write a sentence containing a clause which modifies the subject.

5. Parse the sentence "Ellen has recited well."

Correct, in all particulars, the following sentences:

6. my beleaf is, that James will not be reccomended becaus he has not recieved a good education.

7. Thomas wont be benefitted until his study shal preceed his play.

8. Youngs night thoughts is an excellent work Said Wiliam

9. Jane recites grammar fluent, reads beautiful, and is a very intelligent girl.

10. Will you be so kind as to learn me how this sentence should be written

THIRD GRADE.

[Time allowed for whole exercise, 9.30 to 11.45.]

Arithmetic.—1. Multiply the difference between one hundred million ten thousand and one, and 909909 by MV .

2. At $\frac{2}{3}$ of a dollar a pound, how many pounds of butter can be bought for $\$3\frac{1}{3}$?

3. Divide $\frac{1}{4}$ of $3\frac{1}{2}$ by $2\frac{1}{3}$ times $\frac{1}{5}$.

4. If a man bought a watch for $\$25\frac{2}{3}$, and sold it for $\frac{4}{5}$ of what he gave, what did he gain?

5. Give the table of Long Measure.

6. Reduce $\frac{7}{8}$ to a decimal and divide the result by .02.

7. How many minutes in Summer?

8. What will it cost to paint a floor 30 feet long and 24 feet wide, at \$.75 a square yard?

9. A merchant bought a roll of cloth for $\$147\frac{1}{4}$, and sold it at a loss of $\$49\frac{2}{3}$: what did he receive for it?

10. From 14 A. subtract 6 A. 2 R. 27 sq. rd.

Geography.—1. On what three things does the climate of a country chiefly depend?

2. Define Harbor. Water-shed.

3. What are the two principal forms of government in the world? Mention the departments into which the powers of the government are divided in the United States.

4. Where and when was the first English settlement made in the United States?

5. Where and what are the following? *St. Lawrence, Alaska, Montreal, Hecla.*
6. Bound Tennessee.
7. Name and locate five of the most important commercial cities in the United States.
8. Name a state in which *cotton* is an important production; *sugar; coal; iron; lumber.*
9. Mention the states bordering on the Gulf of Mexico, and their capitals.
10. Mention the waters through which a vessel must pass to go from Chicago to the ocean.

Grammar.—1. What parts of speech are compared? What conjugated?

2. Compare *Benevolent* in two ways.

3. Synopsis of Verb *To Write* in Indicative Mode, Third Person, Singular Number.

4. Name the properties belonging to Nouns—properties belonging to Verbs.

5. Write appropriate connectives in place of the dashes in the following sentences:
— you are weary, you may rest. I do not believe — he will go. — he desert me, I will trust him.

6. Correct the following sentences:

I told him to set down and he laid down. I seen the coat before he had wore it.

7. Fill the following blanks with plural Nouns:

The — are very beautiful. Time will set all — right. James and his — were here. I have seen the — with their —.

8. Compare the Adverbs *Badly, Far, Much, Well.*

9. Decline the Nouns *Man, Wife.*

10. Write this sentence, and correct misspelled words: The potatos roted upon the prarie and the monokies ate up the caulliflowers, while tomatoes were troden down by the couragous annimals which were destitute of principal.

SHELBYVILLE.—The Shelby County Leader speaks highly of the condition of the system of graded schools of this place. At the close of the Winter Term thorough examinations were held in the higher grades, at which both teachers and pupils stood the test well. The first year's work of the system is demonstrating its superiority over the former mixed condition of the schools. Superintendent Hobbs and his corps of teachers have done good work in the face of many obstacles.

TISKILWA.—W. H. Brydges, Principal of Public Schools, in addition to the usual reports of pupils, issues a monthly circular to his patrons, containing general statistics of the school and such suggestions as he desires to make to parents. The idea is an excellent one. The practice is calculated to assist greatly in the management of schools and in securing the coöperation of parents.

ADAMS COUNTY.—The Spring Institute for this county convened at Camp Point, April 5th, 6th, 7th. Between sixty and seventy teachers were present. The meeting was held in the High-School room, which had been stripped of its seats a few days before for the purpose of holding an exhibition in it. The only seats, therefore, were rough benches and the school-chair on a single iron standard. Less physical comfort was therefore experienced than might have been. Exercises were conducted by O. S. Cook, in *Development of Language* and in *Arithmetic*; by

Mr. Hall, Principal of Camp-Point School, in *Articulation in Reading*; by Mr. Z. B. Bowers, Principal of Schools in Clayton, in *Intellectual Arithmetic*; by W. H. V. Raymond, in *Theory and Art of Teaching, Practical Arithmetic*, and an illustration of *Music in Schools Without a Master*; and by Dr. Grey, of Quincy College, in *Geography* and *English Grammar*. Lectures were delivered by O. S. Cook, on *True Methods in Teaching*; and by Mr. Raymond, on *Demagogism in Schools*. No resolution being offered by the Committee on Resolutions touching the Bible in schools, a young lady offered one, comprehensive and eloquent, which was passed without a dissenting voice. For truth's sake and freedom's sake, let every man and woman stand up for the Bible in our schools. Let no miserable considerations of politics, no mistaken notions of the rights of conscience, no fatal blindness to the real purpose and motive of its opponents, tend to weaken the grasp with which we clung to the Bible in our schools. It is the last great hope of our country and our race. There were many Adams-county teachers of ability and sense and fine heart at this institute, and many—alas! we know their characteristics too well—who are not so recommended. . . . John H. Black, the new County Superintendent, has been happy in securing the good will and sympathy of his teachers, and they are happy in having for County Superintendent one in whose zeal and wisdom and good faith they can confide. . . . The Camp-Point District is one of the most ambitious districts, schoolwise, in the state. A musical department is kept up, a full-salaried teacher being employed to conduct it. Miss Pervical is the teacher. The hostile elements in the district rallied this spring for their last desperate blow, and failed,—Mr. Adams, the old director, and a most active one, too, being reëlected. The Camp-Point School is pointed to in all this vicinity as one of the model schools in the state. . . . "I close with a few remarks." 1. The room in which an institute is held should be well swept. 2. The President's desk should be kept in good order; ditto the Secretary's. 3. There should be no more dust on the furniture than will stick to the clothes of those present. Dust enough to fly is too much. 4. School-room house-keeping is in great demand. A little attention to it might have some influence in raising some ladies' salaries; and then, good house-keeping does not wear out, it is a good thing any where. BUCKLE.

BOND COUNTY.—Superintendent Hynes is gradually raising the standard of educational excellence throughout the county. At the last institute sixty-four teachers were in attendance. Considering that the county contains a territory equal to only nine or ten townships, this fact shows unusual interest on the part of all concerned. Few others, we apprehend, do as well. We notice that the superintendent makes the columns of the county papers tributary to the work.

CLINTON COUNTY.—The institute of this county will meet in Carlyle, commencing May 11th.

FORD COUNTY.—The Teachers' Institute was held at Piper City, during the week ending April 16th. Over fifty enthusiastic teachers were present, and free entertainment and music were furnished by the citizens of Piper City. In addition to the home forces, the teachers had the benefit of a course of lessons by Prof. Hinman, of Chicago, in *Penmanship*; a course of lessons in *Geography* by Prof. Hadley, of Chicago—*Guyot's System of Map-Drawing*; two days and evenings by

Dr. Edwards, and one day and evening by Dr. Gregory. The exercises closed with a public examination on Saturday, April 16th.

FULTON COUNTY.—A three-days institute was held at Vermont during the first week of April. The attendance of teachers was large, nearly a hundred being present, and at the evening meetings the citizens filled the house to overflowing. E. H. Phelps, Editor of the Lewistown Union, presided, and W. H. Haskell, another old-time teacher, was present, giving good counsel and adding much to the profit of the meeting. The exercises were chiefly conducted by home talent, a fact which resulted in greater freedom of expression by members generally. Through the activity of Superintendent Benton, a goodly interest has been excited throughout the county and much improvement is manifest. William Gay was chosen President for the next year.

HENRY COUNTY.—*Kewanee.*—The public schools of this place, under the superintendence of Mr. W. H. Russell, President of the Henry County Teachers' Association, are among the best of the county. The buildings, furniture, and every thing pertaining to the same, are models of neatness, and in the best state of preservation. Mr. Russell has shown, in the two years of his superintendency at this place, what can be done in the way of organizing and systematizing a graded school. In the 14 rooms, about 800 pupils have been enrolled during the last term, or an average of about 58 pupils to each. In the High School, Mr. R. is ably assisted by Miss Helen Goodenow. The Grammar and Primary departments are supplied with efficient teachers, at an average compensation of about \$42 per month. The salary of the Superintendent is \$1500, and that of the first assistant \$600. Kewanee is fortunate in having a *working* board of school-directors.... *Galva.*—The schools of this town have, for a number of years, sustained a high reputation among the graded schools of the county. 615 pupils were enrolled during the last term. Since last September they have been under the superintendence of Mr. J. D. H. Cornelius, of Michigan. Mr. C. is a young man of good attainments, and is laboring diligently to sustain the reputation of the schools. Salary, \$1500. He is assisted by Miss L. E. Holbrook and Miss Mary Hartman, each of whom receives a salary of \$550 per year. Miss J. N. Lander, who is at the head of the Higher Intermediate, receives a salary of \$600 per year, and is a deservedly popular teacher. The other teachers receive an average of about \$38 per month. The High-School building, although it has been in use for a long time, is well adapted to the wants of the town. More school room will be demanded soon, as the town is rapidly increasing in population. The directors, Messrs. Babcock, Maddox, and Emery, are entitled to much credit for the manner in which they discharge their official duties. Galva township can boast of having two of the finest country school-houses in the county.

H. S. C.

LOGAN COUNTY Teachers' Institute met in Atlanta, March 25th, and held a five-days session. Evening lectures were given by Drs. Bateman and Edwards; Prof. Harris, of Lincoln University; L. T. Regan, County Superintendent of Schools; and B. F. Conner, Esq. Dr. Edwards also contributed much to the enthusiasm of the occasion by his day exercises in *Vocal Analysis* and *Reading*, and answers to queries. Notwithstanding the rainy weather and muddy roads, the attendance was larger than usual—eighty-five teachers being present.

* * *

STEPHENSON COUNTY.—The Stephenson County Teachers' Institute was held at Freeport in the opening of the month of April. The County Superintendent was sick, and some uncertainty arose as to order of work; but Pres't Edwards rendered efficient aid in carrying it forward, and Messrs. Alvord, of Freeport, and Goodrich, of Savanna, did what they could in making good the Superintendent's absence. Superintendent Millard, of Carroll county, also took part in the exercises. An essay on *Woman's Mission* was read by Miss Stout, of Freeport, and a poem by Mrs. Walker, of Woodstock—both excellent. Dr. Edwards, J. H. Blodgett, G. G. Alvord, and J. Cochrane, Esq., delivered evening addresses. The attendance was large, and it was deemed the best institute held in the county for many years.

WINNEBAGO COUNTY.—In Winnebago county Sup't Andrews held two institutes of a week each—one at Durand, in the northeast part of the county, the last week of March, and one at Winnebago, on the south side of the county, the first week in April. The roads were almost impassable the first week, making the attendance smaller. Pres't Edwards and Rev. D. M. Reed rendered aid in lectures and otherwise. At Winnebago Thomas Charles aided in *Geography*, and Geo. A. Walton in *Arithmetic*. Rev. H. W. Daniels, Henry Freeman, and Mrs. Jennie Willing, delivered lectures—the first connected with a Shakspearean reading. . . . The schools at Durand and at Winnebago are doing well.

WOODFORD COUNTY.—W. H. Gardner, of Panola, has been elected by the Board of Supervisors to fill the vacancy in the County Superintendency, caused by the death of Dr. J. M. Clark.

FROM ABROAD.

ARKANSAS.—The munificent endowment of the schools of this state has been largely wasted. For thirty years not a free school was established in the state, and the 'Seminary of Learning', for which seventy-eight square miles of the best land in the state were given, is still a myth. A revival is in progress, however. When fifteen children, white or black, can be collected for education, the establishment of a school is provided for. Nearly 2,000 schools have been started there during the last three years.

Mich. Teacher.

IOWA.—A bill establishing a normal school, and also one providing for a system of common schools, were defeated by the late legislature. . . . Prof. Jerome Allen has resigned the editorial charge of the School Journal.

KANSAS.—The legislature has recently provided for the establishment of a second state normal school. The Board of Commissioners have advertised for bids for its location. . . . The Kansas Teacher has just closed its sixth volume. As it grows older, it grows stronger in the work. It is manly and vigorous in its conduct.

MICHIGAN.—The annual report of the State Superintendent gives the number of districts as 5,052; number of children between 5 and 20, 374,774; average length of school, 6.3 months; 2,354 male teachers; 7,892 female teachers; average monthly salary of former, \$47.71; of latter, \$24.55; total school expenses

\$2,388,112; the university fund is equal to \$775,317, at 7 per cent.; normal-school fund, near \$190,000, at 6 per cent.; agricultural-college fund, \$45,000. The last-named institution has admitted four ladies to its instruction. Its Freshman Class will number about 60 students.

MINNESOTA.—During the year ending December 1st, the State University had an aggregate of 230 students, of whom 160 were gentlemen. The Freshman Class contained 14. . . . The Minnesota Teacher gives the following recipe for making mortar for the finishing coat of blackboards: "4 pecks each of white coating, fine sharp sand, and ground plaster; four pounds of lampblack, and four gallons of alcohol." This quantity will cover 20 square yards of surface.

MISSOURI.—The Western Educational Review sums up the action of the late legislature concerning education as follows: It has given us two state normal schools; a normal school for colored teachers; secured the grant of Congress for an agricultural college; made the state university one in fact as well as in name; added to it a school of mines; established a bureau of mines and mining; provided for a state geological survey; fixed a permanent salary for the state entomologist; and made provision for the recovery of two millions of school property which has been diverted to other purposes."

MASSACHUSETTS.—The Cambridge School Committee have, by a vote of nine to four, stricken out the rule prohibiting corporal punishment. One of the committeemen stated that the effort to maintain discipline under the present system exhausted the vitality and health of the teachers, that persons of sufficient force of will to get along without an ulterior resource, a reserve of authority, were very rare, and could not be secured for the service of primary schools for less than \$1000 a year, and that the time of the committee was largely taken up in investigating and advising cases of discipline. . . . Mr. Abner J. Phipps, Agent of the State Board of Education, states that the estimated value of 3,350 school-houses in the state is \$9,604,000. There are, in 162 towns, 175 high schools. Two of them were under the entire management of ladies, and were as well taught as any. . . . At a late meeting of the Classical and High-School teachers of the state, the following resolution was presented by a committee consisting of Messrs. Taylor, Burnham, Bradbury, Gardner, and Smith: "That, in view of the difficulty found by experience in securing uniformity and accuracy in Greek pronunciation by adopting the Modern-Greek and Continental systems, this Association recommends a return to the English system of pronouncing both Latin and Greek." It was stated that at Harvard College no less than thirteen different styles of pronunciation exist. Pres. Eliot said that it was not likely that the number of Greek authors in the preparatory course for Harvard would be diminished, or the amount.

OHIO.—A bill creating the office of county superintendent has been defeated in the legislature, as has also one authorizing county commissioners to appropriate annually not exceeding one hundred dollars for the support of county institutes. A law has been passed establishing an agricultural college. . . . The *Ohio Teachers' Association* will meet at Columbus on the 5th, 6th and 7th days of July next. The programme provides for one report or paper each half-day, to be followed by dis-

cussion of the subject.—*Query*: Could not a similar plan be adopted, to some extent at least, in our own Association?—The executive committee have done a sensible thing in not advertising the usual free entertainment to ladies.... The sixteenth annual report of the State Commissioner of Common Schools is before us. Commissioner Henkle reports a greater educational activity throughout the state than ever before. He recommends the creation of the office of county superintendent, the adoption of the township system, the abolition of local boards of examiners, the appointment of one or two agents to hold institutes, and presents the claims of a normal school. The statistics of the report show that in the country, including villages of less than 275 inhabitants, there were 10,268 less youth in 1869 than there were in 1868; while in towns the number was 21,478. The expenditures for the year just closed were—for teachers, \$3,671,904; for buildings, etc., \$2,024,728; contingent expenses, \$884,159; total, \$6,530,792. The total number of school-officers in the state was 39,901. The total value of school-houses and grounds was \$12,462,700; total number of teachers, 21,625; average wages of male teachers, \$55.63; of female teachers, \$33.26; total number of schools, 11,714; average number of weeks schools were in session, 30.19; total number of pupils enrolled, 740,382; average daily attendance, 434,865.

PENNSYLVANIA.—President Burrowes, of the State Agricultural College, says "As many students are on the roll as were in attendance, at different times, during the whole of last year, and it is confidently expected that the catalogue at the end of the current year, in December, 1870, will show a list of one hundred students." Movements are in operation for establishing another State Normal School, at Lock Haven.

SOUTH AMERICA.—Señor Sarmiento, President of the Argentine Republic, is moving with energy in the work of organizing a system of public instruction. He has appointed one of the ablest teachers of Boston his Minister of Education, at a salary of \$5,000 in gold, and has also engaged a number of the best female teachers of New England for service in his South American Republic. The party sailed January 25th for their new field of labor. He was very desirous to secure the services of our own State Superintendent, Hon. J. P. Wickersham, but we are glad to know that the still larger salary of \$7,000 a year in gold offered him was not enough to tempt him from his native state.
Pa. School Journal.

WEST VIRGINIA.—At its late session the legislature made an appropriation to establish a third state normal school. The Board of Regents have taken steps to organize it at once.... As a geographical item, we publish the fact that the capital of this state is now Charleston, in stead of Wheeling.

NOTICES OF BOOKS AND PERIODICALS.

(²⁴) In a neat volume of 374 pages, the publishers have here presented such notice of the great English and American authors and their works as will enable a careful student to gain a very intelligent idea of the literature of our language. In

(²⁴) A SMALLER HISTORY OF ENGLISH AND AMERICAN LITERATURE. Edited by Wm. Smith, LL.D., and Henry Tuckerman. Sheldon & Company, New York.

larger form the work was originally published in England, but, in the revision and condensation, judicious care has been taken to present only those portions which especially interest the American student. In its present form it can be used with many classes who would be compelled to forego the study of a more comprehensive work.

(²⁵) THOSE who do not think that a large book is necessary for teaching the rudiments of the Latin language, or do not care to study its finer grammatical principles, will find this a desirable compendium of the larger work. In its arrangement of topics, etc., the plan of the large edition is retained, so that both may be used, if desirable.

(²⁶) THE period embraced in this work, from the fall of Wolsey to the death of Elizabeth, is one of the most important in the whole range of English History. The second volume closes with the execution of Anne Boleyn and the marriage of Henry VIII to Jane Seymour. The reputation of the author for candor in judgment, his resources as a writer, his ease and simplicity of style, and vivid description, make his work not only of the greatest value for its historic lore, but for its great literary merit. The publishers are doing a real service to all lovers of English history and literature in publishing this work at a rate which brings it within reach of the masses. We are reminded of former times when we can purchase a 12mo volume of 500 pages for \$1.25.

(²⁷) 'ABRISS der deutschen Literatur geschichte (An outline of the History of German Literature), von Dr. E. P. Evans, etc.' is the title of a neat little volume comprising 235 pages in 8vo. As the title indicates, it is an outline of German literature, and as such is as complete as possibly can be expected of a volume of that size. It gives a history of German literature from its earliest sources to the present time, in such an arrangement of the matter and in such language as does honor to the author. It is a work to be recommended to proficient German scholars and lovers of German literature in general.

(²⁸) THIS work, like many of our best, lays no especial claim to novelty or originality, but is simply content to use whatever is sure to serve a good purpose, whether it has become familiar by long service or not. It is arranged in four parts. The first is devoted to practical lessons in reading, speaking and writing the language. In this, unusual pains is taken to insure an accurate pronunciation, and in the mechanical part of the work, a skillful use of type is made to exhibit idioms and inflections prominently to the eye. The second part is devoted to familiar conversations, model letters, forms of business, and some choice selections of German literature; the third, to a compend of German grammar, with history of the language; and the fourth contains tables of German moneys, weights and measures, abbreviations, and proper names, together with vocabulary. The work is sufficiently comprehensive, thorough and complete, to prove a barrier to the aspirations of those who would attempt the acquisition of the language in a few weeks' course,

(²⁵) AN EPITOME OF ANDREWS AND STODDARD'S LATIN GRAMMAR. By J. H. Andrews. 232 pages. Crocker and Brewster, Boston.

(²⁶) FROUDE'S HISTORY OF ENGLAND. 12 volumes. By James Anthony Froude, M.A. Charles Scribner and Company, New York; S. C. Griggs & Co., Chicago.

(²⁷) DEUTSCHE LITERATUR GESCHICHTE. By E. P. Evans, Ph. D., Mich. University. Leypoldt & Holt, New York.

(²⁸) A GERMAN COURSE. By George F. Comfort, A.M., Professor of Modern Languages, etc., in Alleghany College, Pa. Harper & Bros., New York.

while it is brief enough not to deter the sincere, honest student from acquiring a familiarity with the language suited to every-day intercourse, as well as all the mental and linguistic discipline which its acquisition affords.

A. C.

(²⁹) THERE have been but few writers who have had the store of knowledge, the mental ability, or the judgment, to write a history of religious belief. The scope and character of the subject, and the limited knowledge or peculiar views of the writers, have led to fragmentary or one-sided views of the question. The author has conferred a great benefit upon the thinking community by setting aside all historical data, whether sacred or profane, and proceeding to his work by a study of the nature and growth of mind. His plan and object can be best conveyed by quoting a few words from his preface. He says, "This work being an attempt on purely positive grounds to determine the religious instincts of humanity, the reader is requested to bear in mind that the existence of a God is not assumed; that the truth of revelation is not assumed; that hypothesis has been avoided, and the argument based on demonstration. . . . We have a revelation in our own nature. An historical revelation is necessarily subject to historical criticism, and it can never be proved true. The revelation of our own nature is never antiquated, and is always open to be questioned. . . . I hope in this volume to show what are the religious instincts of humanity: in the second volume I intend to show how that Christianity by its fundamental postulate—the Incarnation—assumes to meet all these instincts; how it actually does so meet them; and how failure is due to counteracting social or political causes."

(³⁰) THIS little volume is issued as an appendix to the author's works in science. It contains answers to the practical questions proposed in these volumes, and is supplemented by directions for performing a few simple and instructive experiments in chemistry.

(³¹) THE Young Composer may be considered an elementary work introductory to the 'Art of Discourse' by the same author. Essentially it is a grammar, written with a view to a practical application of its rules in writing. It is based upon the fundamental idea that language is the outgrowth of thought, by which its forms are determined. The comprehension of an idea naturally precedes its intelligent expression. The distinctions of the work are logical, and its methods are clear and sensible. It is one of the best books in the author's series.

(³²) THE animal world furnishes food for study which is ever instructive, ever new. Its study affords a variety which, in some of its phases, is of absorbing interest to every one. The volumes before us present two of the most attractive features of animal life—its intelligence, and its habits of attack and defense when danger assails. They speak of all classes of animals: the former, from the insect to the ape; and the latter, of those whose capture would give rise to the most thrilling adventure. Both are exceedingly interesting. They are translations from the French, and form volumes of the Illustrated Library of Wonders, issued by the publishers, which has met with very great demand.

(²⁹) THE ORIGIN AND DEVELOPMENT OF RELIGIOUS BELIEF. By S. Baring-Gould, M.A. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago, 12mo, 414 pages.

(³⁰) STEELE'S KEY TO THE SCIENCES. By J. Dorman Steele, Principal of Elmira Free Academy, 12mo, 82 pages. \$1.50. A. S. Barnes & Co., New York and Chicago.

(³¹) THE YOUNG COMPOSER. By Henry N. Day, author of 'Logic', 'Art of Discourse', etc. Charles Scribner & Co., New York, 12mo, 202 pages.

(³²) THE INTELLIGENCE OF ANIMALS. From the French of Ernest Menault. 12mo, 370 pages. \$1.50. GREAT HUNTS. From the French of Victor Meunier. 12mo, 297 pages. \$1.50. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago.

(33) MISS BEECHER's plan of enlarging woman's rights and privileges, that of fitting her for them by education, must commend itself to all. Acting upon the very safe maxim that power is as liable to be abused as properly used, unless directed by intelligence, she proposes a plan by which woman shall be trained to an intelligent discharge of the duties of life for which she is fitted. This plan is set forth in the book before us, prepared by the joint labor of herself and Mrs. Stowe. We might better say, perhaps, that the book is an embodiment of the plan. It was written as a text-book for use in advanced classes of young ladies. We would rather regard it as a manual to be placed in the hands of every woman connected with household life. It is replete with admirable suggestions concerning every thing connected with the administration of domestic duties: in short, she plans a home at moderate cost, and provides for the moral, physical and æsthetic culture of its inmates.

(34) ANOTHER of the excellent publications of this house. It is a story of earnest seeking after Christian life, simply and beautifully told, and is free from the sentimentalisms which frequently abound in books of this kind.

(35) WHOEVER has heard Mrs. Randall when speaking upon her favorite topic, Reading, will have favorable expectations of her book. An examination of it will fully confirm them. A few short, practical suggestions upon vocal culture and expression commence the work. The selections for elocutionary practice are to a much less extent than usual made up of the extracts commonly found in books of the kind; yet, for variety of expression and beauty of composition they are fully equal to any. The range of authors in both American and foreign literature is greater than usual. Appended to the work are short biographical notices of the authors from whom selections are made.

(36) THE question of the Bible in Public Schools, and the broader one, the existence of the public-school system, to which it is closely related, are destined to take important rank among the subjects for future popular discussion. The former has already thrust itself prominently before the public in the Cincinnati suit. Thus far this is the leading case, and, from the ability of the counsel on either side, and the fullness of their arguments, it will always be an important one. The history of the case as given in the volume before us embraces a copy of the preliminary papers, with the full arguments of counsel, and opinions and decision of the court. The whole forms a neat octavo volume of 420 pages. It is a most valuable work on the subject, and is especially timely in its appearance.

(37) AFTER a careful examination of this little work, we are prepared to recommend it as calculated to throw light upon what is often considered a dry and difficult subject. Its divisions of the sentence, and the method of classification presented, are logical and simple in their application. To those studying the analysis of the English sentence it will be a convenient hand-book. Though adapted to Dr. Bullions's Grammar, it can be used independent of any.

(33) PRINCIPLES OF DOMESTIC ECONOMY. By C. E. Beecher and H. B. Stowe. 12mo, 390 pages. \$2.00. J. B. Ford & Co., New York.

(34) BETTER THAN RUBIES. By Emma F. R. Campbell. J. C. Garrigues & Co., Philadelphia.

(35) READING AND ELOCUTION. By Anna T. Randall. Ivison, Phinney, Blakeman & Co., New York. 12mo, 455 pages. \$1.50.

(36) THE BIBLE IN THE PUBLIC SCHOOLS. Robert Clark & Co., Cincinnati. \$2.00.

(37) ANALYSIS, PARSING, AND COMPOSITION. By James Cruikshank. Sheldon & Company, New York. 202 pp.

ILLINOIS TEACHER.

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GRADED SCHOOLS IN THE COUNTRY.

I.—ADVANTAGES.

EXPERIENCE has demonstrated that a system of grading in town and city schools insures a greater degree of success than any other. Pupils of nearly similar attainments classed together improve more rapidly than otherwise, if from no other cause, from the fact that the teacher can devote more time to each branch taught than in a mixed school.

I conceive that a similar system of grading in country schools would insure like results; I honestly think greater, from the fact that in country life children have more healthful out-door exercise, spend less time in the school-room, and are, as a consequence, superior in physical and mental strength.

The first advantage, in importance, which would result from the adoption of such a system would be a greater degree of regularity in attendance. That pride which is the inheritance of every American boy and girl, which is quite as strong in the country as elsewhere, would act as a powerful stimulant in keeping classes or grades intact. Parents partake in a great measure of the enthusiasm of their children, and will put forth extra exertions to secure punctuality and escape the disgrace of the degrading of a single little one.

A healthy emulation would exist among the pupils in all the branches of study, which is now confined principally to the Spelling and Arithmetic. It would extend beyond the school and the district,—school-district would vie with school-district as to which should make the greater real progress, for careful, searching examinations would be a necessary concomitant; patrons would look carefully to the qualifications of teachers, as they would soon learn the necessity of employing true educators in order that their school should keep pace with other

schools. This emulation would extend to the teachers, and force them to study the theory and practice of teaching in earnest, to associate themselves together for mutual improvement, and to learn the best methods of instruction, keeping order, classification and examination. There would be a tendency to more school-work at the evening fireside, and on the farm odd hours and minutes would be used in drill and study, that when school commences or when the pupil reënters he shall not be placed behind those with whom he studied at the last term.

There is another advantage resultant from the extending of the grading system to the country: cities and towns would soon discover that all excellence belongs not to them, but that, in order to compete with the country schools, their children must study in the school-room a less number of hours per day, and that they must labor out of doors in God's blessed sunlight, or be eclipsed by their country cousins.

II.—OBSTACLES.

Perhaps the greatest obstacle in the way of accomplishing the objects mentioned above is the want of uniformity in text-books. I have seen in one school, consisting of nineteen pupils, in which the oldest was not over twelve, twenty-one different recitations in one half-day, owing to the want of uniformity: three kinds of Arithmetic, Geography, Readers, etc., or more. With the school-law as it is, but little can be done to remedy the evil. School-directors have authority commensurate with the undertaking, but do not exercise it in one-fifth of the districts in the state: if they did, there is no certainty that any two contiguous districts would agree, and thus one of the benefits of grading would be lost; for, in order to effect any good results, pupils must be able to remain in the same grade in moving from one school to another in the same township or county, when, from any cause, a change of location is necessary.

Another difficulty, and of a serious nature, is the want of proper teachers—those who can appreciate system and order. But few, comparatively, of the country school-teachers of the State of Illinois would know what to do or how to begin, if required to grade their schools. This is not so much a matter of ignorance as of indolence or inattention: indolence, in not attending teachers' meetings; inattention, in not observing what is said and done when they do attend.

There is, further, among a few, direct hostility to any such scheme, as being a new-fangled notion, and not in the old, well-beaten track our fathers trod.

Parents, too, would undoubtedly be indifferent, if not in direct op-

position. Many are too apt to think that the district school must be managed just as it was when they were pupils, not recognizing the fact that in schools, as in other things, there may be progress: that the old farm implements have been thrown aside long ago and that labor-saving machinery has taken their place, and that the school can follow the same law.

Perhaps I have left the greatest obstacle to be overcome for the last — *the non-attendance and irregularity of attendance of pupils*. Statistics in my possession show that about forty per centum of the time of those enrolled as pupils is lost through this cause alone. Independence without knowledge on the part of a portion of county and township school-officers would, doubtless, interfere to some extent.

III.—MISCELLANEOUS.

In my judgment, nearly all the obstacles mentioned could be overcome by pursuing the course indicated below.

1st. Let the legislature so amend the school-law that the teachers of each county shall determine, in institute assembled, the text-books to be used in all the schools, or at least in the country schools, of the county, and make their action binding upon all the school-officers and teachers. This would secure uniformity of books without the money interference of publishing-houses to the extent now some times used. Teachers really control the text-book question now. Such an act of the legislature would only direct such control and render lighter the burden of which so many patrons justly complain, as, when a series of books is once established, the tendency is to permanency.

2d. Make it one of the specific duties of the County Superintendent, in conjunction with the teachers' institute and under instructions of the State Superintendent, to indicate the grading in each county, and make such action binding on the teachers. Such action would tend to a better attendance of teachers upon the county institutes.

3d. As to other matters, if the system be once fully organized, its beneficial workings would disarm prejudice, and it would soon become popular, and cure many of the evils inherent in our school-system.

This article is prepared for the purpose of calling the attention of teachers and school-officers to the subject at its head, hoping it will be the means of provoking discussion, and, if country schools are never graded, that at least something will be done to obviate the evils of a multiplicity of text-books and irregular attendance of pupils.

G. W. BATCHELDER.

T H E V E R B .

BY F. H. HALL.

THE primary object in studying English Grammar, according to most authors, is that the student may learn to speak and write the English language correctly. Yet it is a well-known and deplorable fact that a large portion of the pupils who engage in this study lay it aside without being able to make an application of its principles. Especially is this true in regard to the verb. Our conjugation is unnecessarily cumbersome. The Latin verb *eo* has upward of seventy forms. The English verb *go* has but five forms now in general use, and yet in most grammars of the English language we find as much space devoted to what is termed the inflection of *go* (or some similar verb) as Harkness devotes to the conjugation of *eo*.

In view of this, the writer has found it advantageous to require pupils who have been taught to analyze simple sentences to learn a few comprehensive rules not found in our text-books. Two of these rules are given below.

Most verbs have not more than five forms in common use, if we except those variations peculiar to the solemn style: as,

1st.	3d.	3d.	4th.	5th.
go	goes	went	going	gone
see	sees	saw	seeing	seen
do	does	did	doing	done
ring	rings	{ rang or rung }	ringing	rung
love	loves	loved	loving	loved

Rule I. *The third form of the verb should never be used with an auxiliary.*

This rule will also apply to the second form; but, since we seldom or never hear this used incorrectly *with reference to auxiliaries*, it is not thought worth while to include it in the rule.

Rule II. *The fifth form of the verb should never be used as a predicate verb without an auxiliary.*

This rule will also apply to the fourth form.

Since the third and the fifth forms of *regular* verbs are alike, there is no danger of error in their use in this respect.

In accordance with the foregoing rules, require the pupil to correct the following: The bell has rang. I done it. I seen him. Has he came? He has went to Aurora. I have did my examples.

REFERENCE LIBRARIES IN PUBLIC SCHOOLS.

It is a grave problem teachers are to solve, how to give pupils a decent understanding in the many things which are now required to be known even by a man of common education, while, at the same time, those pupils leave the school-room at a very early age. Especially if we desire to give our pupils mental and physical discipline, and to insure a thorough knowledge of the fundamental branches, where can we get in the sciences and mathematics, in which people generally believe, the classics, in which many believe, saying nothing of music, drawing, modern languages, and mental and moral philosophy and political economy?

Our scholars begin to drop off rapidly by the time they are fourteen: not one in ten goes beyond the grammar school, and the high-school graduates are but a handful compared with those who enter the course. What the teacher can do in the way of impressing himself upon the pupil must be done quickly. It is not safe to expect that the pupil will at some indefinite future time learn how to study and make up the full sum of knowledge required. The pupil who can not go beyond the grammar school should carry from the school something which will greatly serve him all his life. But this will not be the positive knowledge gained half so much as the habit acquired. Even a full college course gives little of great value in the way of positive knowledge gained. It is the habit of study which one brings from college that tells. We have not time enough in any of our schools to make thorough scholars, if we mean scholars who thoroughly know any thing. But we can train pupils to habits of thoroughness, and can do much to inspire in them a habit of original and patient investigation. If, by any process of training, a teacher brings one-third of his pupils up to the point where they are able to take books by themselves, and work out the truth and the depth of any subject as it lies recorded in books, he has done a good work.

Emerson, in his recent book, expresses the thought that no professor is so much needed in our colleges as a professor of books. A man who knows what books contain, whose judgment can be depended upon, who can say to the inquiring student who wants to know all about any thing "In such a book you will find just what you want," is worth any money to an institution where minds are awake enough to use such a man. A teacher in a common school has often to create a thirst for knowledge, and be himself the library and the professor of books. But

there is a help to be had from the community which teachers too generally ignore, and this help is to be found in a reference library. Often-repeated experiments show that in almost any community some kind of a library can be obtained by a teacher who believes in its necessity. And it seems plain to me that only by putting libraries into our school-rooms and by teaching carefully their use can we begin to do the work of education expected of us, and really required by our pupils. We can not put more into our school courses: they are crowded already. Our pupils have so much to remember that they have too little time to think. They know the text-book, but they get little besides.

A superintendent said to me, the other day, of one of his assistants, "Her pupils know what is in the book and they know what Miss —— thinks about it, and that is all." There is a great deal of this sort of teaching. We are prone, as a profession, to dogmatism. And ought we in any study, as in history, for example, to compel our pupils to take one author as a standard, and to look through his eyes or our own eyes at the deeds of men; or ought we to encourage them to read many authors, and to make their own decisions? Do we want reproductions of ourselves, or are we seeking to make independent thinkers and reasoners? And by constant use of many books, by comparing authors and sifting evidence, pupils learn to make judgments which amount to something.

The books particularly needed for a school library should be compact, solid and clear in style, dealing more with facts than with moral reflections. The teacher should know them thoroughly, so as to be able to refer pupils to the very place where the required information is to be found. He should very seldom tell a pupil a single thing which he can look up for himself. In every lesson the pupil should look up every unknown word. He should learn to pronounce it correctly for himself, learn its general meaning and its special sense, look up every historical character, every geographical locality, every mythological allusion. It is wonderful, to one who has never tried this, to see how soon the appetite for knowledge grows with what it feeds upon, and how eagerly pupils will study, not simply to recite, but to satisfy their own minds. With a well-informed teacher and a good library, the best text-books are mere outlines of subjects, which the pupils fill in for themselves. And if teachers only knew how much more satisfactory is this method of teaching, how much easier it is to control and manage a school which is doing work outside the text-book, and how much such study stimulates the desire for sound learning, and leads pupils on to seek a higher education, they would do their endeavor to

secure a library of reference-books in every school. To the credit of our public, it should be said that it is rare that an urgent request for something in this line is denied. With a library well managed, the pupil can learn the best lesson of the school — the art of setting himself at work.

Y. S. D.

UNIVERSAL COURSE OF STUDY.

BY PROF. E. W. GRAY.

I HAVE a few suggestions to make in relation to the better organization of the common school, to which I desire to call attention through the *Illinois Teacher*.

The subject-matter taught in the common school, and indeed in all schools, is substantially the same for like grades, in all communities and in every section of the country; and it must remain nearly the same for all time to come. It is proposed, therefore, that a 'Course of Study', corresponding somewhat to the 'College Course', be made out for all the schools—the same every where for like grades,—and that classes be organized only in accordance with such course.

This would effect a permanent organization of all the schools into appropriate classes. I suppose there are few enlightened teachers who have not been painfully impressed with the fact that, in most of the schools of the country, a want of proper organization and classification is a crying evil. There are few who have executive ability and wisdom enough to make such a thorough classification of the school as is best calculated to economize time and secure the greatest proficiency. In the first school I ever taught I had 20 pupils and 21 classes: I might do something better with such a school now; but how many there are who have very imperfect notions of the work of organization. A teacher enters a new and full school. He finds almost every kind of book and every degree of advancement among the pupils. All is chaos. A vigorous attempt to organize the school *de novo* is not always appreciated or well received by either pupils or patrons. The work is confessedly difficult, embarrassed, as it is, by so many different kinds of books and so many different kinds of pupils, all of which are claiming attention. But something must be done, and the teacher, half in doubt as to what is best, begins and, as best he can, goes through with the most difficult and responsible task of classification—a work which

should have been done for him by more skillful hands. If the course of study were made up, and the classes for each term fixed, the teacher could know almost definitely what his work is to be from the first. If the pupil be admitted to a class only after examination, and passed from class to class only upon certificate after due examination, the teacher would understand the nature of his work, and could hardly make serious mistakes. A minimum number should be fixed below which the teacher should not be allowed to constitute a class, for the reason that his obligations to the whole school will not allow him to do so. It might be necessary in some cases to fix a maximum, as a class might become too large to be successfully taught.

Let a committee, then, of the best men in the country — men of large experience in common schools and of known ability, make up a course of study for the schools of various grades, properly distributing it through the several terms of the several years, giving to each branch of study time enough for the ordinary pupil to finish it well; and let this be fixed by authority—fixed so positively that neither unskillful ‘school-directors’ nor ignorant or erotechy teachers can change or disturb it. Then teachers in the common school, as in the graded school and in the college, could enter at once upon their appropriate work, and we might hope for greatly better results.

To complete the arrangement, let the same authority determine and adjust the proper text-books.

Here, again, we encounter a world of trouble. The whole country is flooded and the schools are overwhelmed with new school-books. Their name is ‘Legion’; and if many of them could be cast out and made to enter into the swine, it would be a blessing to the country. But from the abundant materials at hand a judicious compilation could be made, and the question of books put to rest. The books should be arranged with reference to the established course of study, and so adjusted that at the beginning of each term—or each second or third term, as might, upon reflection, be thought best,—the pupil could have a new book. Some of the primary readers are already nicely arranged in these respects, though all the more advanced readers are much too large. There is a charm in a new book. We have all felt it. Children especially feel it; and if they could have written arithmetic, for example, in eight successive volumes—one at a time, of course,—suited to their respective degrees of advancement, they might be furnished with a new book at every step as they advance from class to class, and thus be permitted to feel all the pleasure and realize the increased courage which getting ‘*through*’ one book and receiving a *new* one would inspire. The

pages are turned slowly at first, we know, and the 'big book' wears, and becomes dirty; besides, it is 'so far through it', as they are wont to think, and many a poor little learner is ready to despair, as he thinks of the dull pages and tedious work that lie before him. Much, I think, would be gained if the pupil could but feel that he is making reasonable and satisfactory progress; and if he could know just how much he must do to achieve this—if he could see it in form, and if, having made the achievement, he could be allowed to step firmly forward into another class and with another book, without the fear of ever having to take a step backward, he would take courage and be stronger. Then let the subject-matter to be taught in school be properly divided and distributed into an established 'Course of Study'. Let the work for each successive term be carefully defined and set off to itself in the book, and let the book itself contain only such part of the subject as will constitute a neat little volume, to be followed by others continuing, but not repeating, the subject. It should be printed on good paper, in large, cheerful type, and executed throughout with a view to its æsthetic effect. With such a 'curriculum' and authoritative arrangement of classes, and with text-books thus prepared, and thus arranged for the convenience of the teacher and the gratification and encouragement of the pupil, how much time could be saved to the teacher, how much more wisely arranged and complete the organization of the school; but, last of all, what different results might we not expect?

I make these suggestions. I did not intend to discuss them at any length. There may be many objections to the changes proposed, which have not occurred to my mind. I hope the subject will commend itself to the serious consideration of friends of education generally, and especially to those upon whose official and authoritative influence all reform and progress in matters of education must largely depend. The common school is incomparably the most important educational instrumentality in the country. Under the invigorating and reforming influence of 'teachers' institutes' and 'normal schools', it is rapidly taking better shape and achieving grander results. Let us still hope for progress.

Quincy College, April 30, 1870.

SIR HENRY SPELMAN neglected the sciences in his youth, but commenced the study of them when he was between fifty and sixty years of age. After this time he became a most learned antiquarian and lawyer.

DR. JOHNSON applied himself to the Dutch language but a few years before his death.

WHAT SHALL BE THE CHARACTER OF THE EXAMINATION FOR
ADMISSION TO OUR HIGH SCHOOLS?

BY E. A. GASTMAN.

IN the last published report of the Springfield Schools, I find the following statement in the Report of the Principal of the High School: "A very small number of pupils were admitted to the school last fall from the ward schools. Out of eighty-three applicants, but twenty-three were admitted." At a similar examination held last June in Decatur, fifty-eight applicants were examined and fifty-three admitted. Certainly a very marked difference in results! Are the ward schools so much better in the latter city than in the former? I don't believe they are. In fact, I incline to the opinion that, if there be a difference in the efficiency of these schools, it is in favor of those of the first-mentioned city. In my opinion, the character of the examination will explain the whole matter. I presume that the first was conducted by 'general questions', and that the answers were all, or nearly all, written. By 'general questions' I mean such as would require a general and particular knowledge of the subject on the part of the pupils—the primary object being to ascertain the amount of culture possessed by the applicants. In framing these questions, no attention would be given to the text-book the pupil had used in Arithmetic, for instance, but the arrangement would be such as to show whether he was a *scholar* in arithmetic. I say I presume this was the character of the first examination; for I have no positive knowledge, but am unable to explain the failure of sixty out of eighty-three applicants on any other supposition. If teachers and pupils knew during the year, with any definiteness, what would be required, it seems impossible to suppose that there would have been such a wholesale failure.

Our examination embraced Arithmetic, Geography, Grammar, History U.S., and Reading. All answers were given in writing, except in Reading. The questions were framed in such a manner as to cover the ground passed over by the class during the year. An effort was made to ascertain whether the pupils had faithfully performed the work allotted to them for the past thirty-six weeks.

Now the question arises, Which is the better of these two methods? I know that there will be differences of opinion. I will endeavor to give my reasons for preferring the last, and, I doubt not, others will be ready to favor us, through the Teacher, with the other side of the question.

I can see no reason why a different course should be pursued in transferring from the grammar to the high school from that in transferring from any other grade in the system. The rule in all other cases is that, if the pupil has completed in a satisfactory manner the work assigned to his class, he shall be promoted with his class. If the higher grades should form an exception to this principle, I hope the reasons will be given for it.

At the age when pupils generally enter our high schools, it is not to be expected that they will have the knowledge necessary to enable them to discuss every question that may be proposed on even the elementary branches. A few in every class will be able to do it, and thus gain admission. The general scholarship of the high school will undoubtedly be advanced by such a course. You will have a much more *brilliant* class, although decidedly smaller in numbers. The industrious but dull pupils will be kept out. If the high school is established and maintained only to cultivate and foster those pupils whom nature has already blessed with superior powers, this course, perhaps, is not objectionable. If, on the other hand, every child is entitled to its privileges who has advanced so far in his studies that he will be benefited more in this grade than in any other, a wrong is perpetrated upon him whenever he is kept out by the technical character of the examination.

Superintendent Harris, of St. Louis, has lately pointed out as, in his opinion, the most serious objection to graded schools, the discouragement that arises in the minds of children who have *tried* and *failed*. It will be remarkable if the child who, having done well the work set before him for a whole year, is sent back to go over it again, does not lose interest and become a drag upon the class.

I am not arguing that pupils should never be sent over the work a second time. This is often necessary. But these cases should be only such as have neglected to do the work assigned. During the past eight years I have promoted a few pupils who failed to do what was required in the grammar schools simply because they had not the ability. I reasoned that it would give them more mental power to go over new subjects in which they felt an interest than to drag over those in which they felt none. The results were, in every case, satisfactory.

I might give other reasons, but space forbids. I would not rely wholly upon an examination, but would keep a record in the grammar school, which might be referred to in all cases of doubt.

Decatur, May 6th, 1870.

HOME LESSONS IN ORTHOËPY.—II.

BY THOMAS METCALF.

SUPERIOR merit is claimed, and justly too, for a certain system of teaching music, in that even a person who can not sing may, by this system, conduct the singing-exercises of children, and obtain excellent results. The writer does not believe, however, that the highest specimens of vocal rendering will be found to issue from classes taught only by those who do not know how to sing. Nor does he look for fair returns for the time spent in phonic drill under the direction of a teacher who can not, or even who does not, render the elements with considerable propriety and exactness in his own utterances. This is why I propose a few 'home lessons'.

I am strongly inclined to ask of those young teachers who examined themselves, if any did, by the aid of the lists appended to my article in the April number of the Teacher, a report of the result; for I would gladly know that some one accepted the challenge and tried the accuracy of his own syllabication and accent. Besides, the report might enable me to take the better aim in what is to follow. This pleasure and this advantage, however, I must forego, and present a few suggestions on the

INTERCHANGES OF VOWELS.

1. Displacing ò by ô, the short o by the broad o.

An allowed use of the slightly-broad sound of o in the words *cost*, *lost*, *God*, and some others, may have led to unwarranted license in this direction, whereby very many words, perhaps most, containing short o are by some pronounced with broad o. Certain it is that, both in New England and in Illinois, the true short sound of o is often made to give way to aw in such words as *on*, *wan*, *bond*, *fond*, *solve*, and *prompt*: and we hear *awn*, *baewnd*, *prawmpt*, etc.

This error may be corrected by giving to the vowel more of what Prof. Tafel calls 'emphasis'. The short o demands a sudden and more open attack than its cognate the broad o. It is probable that the reader is familiar with the difference here noted. If so, he will distinguish very clearly between *don* and *dawn*, *odd* and *awed*, *sot* and *sought*, *fond* and *faewnd*. The muscular effort needful to give the required abruptness to the vowel in *on* is not small. If the effort be feeble, the smoother and less open sound, *aw*, will probably be heard.

2. Displacing ȃ by à, the short o by the short Italian a.

This error, too, is common. Perhaps it is becoming more common. The habit, if fully established, is shaken off with difficulty.

Let us mark exactly in what the error consists. In *dart, laugh, calm*, we hear *ah*, the long Italian *a*. A shorter and more explosive sound of this vowel is heard in *ant, last, passing*, when they are properly uttered. Now, the error which we wish to point out consists in substituting this abrupt sound of Italian *a* for the equally abrupt short *o*.

Let the reader, before disclaiming this defect in his own speech, satisfy himself that no trace of the sound *ah* enters his pronunciation of *God, not, watch, on, van, sod*.

To assist him who finds his own utterance faulty in this respect, we make three remarks:

1. In forming short *o*, the opening of the mouth should be *high* rather than broad—**0** rather than **o**.

2. The cheeks are contracted in the proper forming of short *o*, but not so with the short Italian *a*.

3. Short *o* is formed farther back in the oral cavity than the short Italian *a*.

Fully one-fifth of those who have come under the writer's instruction have been found open to criticism in respect to one or both of the substitutions here referred to. No doubt the cause of both the errors is that it is *difficult* to form the explosive short *o*. It costs an effort to drop the lower jaw, contract the cheeks, and explode the intoned breath. But the correct utterance of English demands it.

MY LITTLE FOLKS AND I.

BY MISS EDITH T. JOHNSON.

It is a bright, sunshiny summer day. A troop of happy, rosy-faced little ones have come to school for the first time. Quite a number of them came with their chubby little hands full of bright blossoms, among which I noticed many roses. These immediately suggest my first lesson, which I am resolved shall be as bright and cheerful as are the beaming little faces, fresh from their play. I must not let my children long for out-door sunshine and sports, as they surely will if school is not bright and interesting. I call them about me; question them about their little games and amusements, or something concerning which I know they can answer. This is done for the sake of mutual

acquaintance. We soon know each other quite well, and feel thoroughly friendly, for I really love them, and they know it, and that knowledge opens their little hearts to me. I then show them how and where to stand to make a pretty-appearing class, for *little folks like to be orderly*. Then I take one of their roses and ask what it is. All, of course, tell me, but not promptly and together; so I say, "Very well, but we can do better, for we can say it *exactly together*." I tell them all to keep their eyes on me, and say it as I raise my finger or my pencil, or at any *slight motion* I see fit to indicate. After two or three trials we do it perfectly: they are pleased, and so am I. Next I quickly sketch a picture of the rose on the blackboard, if I can use the crayon readily; if not, I point to a picture on the chart, and to the question "What is this?" get the same answer that I had when I asked after the real rose. I suggest putting the picture with the other rose: they smile and think that funny. I ask again what it is, get the same answer, "a rose," and say, "Belle, please give this rose to Carrie"; she immediately says "I ca'n't: it isn't a real rose." "What is it, then?" I say; and Belle, with a happy nod, says "It's only a picture rose." I again hold the real rose up and ask what it is, and am told, as before, "a rose." "What, a picture rose like this?" (pointing to the board.) Children say "No," and finally add, "It is a *real rose*," or, "a *truly rose*," as my little Luly actually did say. I then alternate, till they say separately and in concert "*a real rose*," "*a picture rose*," always working till I get the answer *prettily spoken*, whether it be by one pupil or the class.

I next ask what the picture rose makes them think of. Possibly they say *nothing*, but probably they say "*A real rose*." If they say nothing, I tell them that it makes me think of something, and I manage to get a good answer in that way. I also tell them I can put something else on the board which shall make me think of a *real rose*. With their eager faces watching me to see what it can be, I print carefully the *word rose*. Of course the children don't know it. I tell them we call it the *word rose*, and that when I see it in a paper or book, I know I am to read something about the real rose or the picture rose. I then ask a number of them to find the word rose in as many places as possible on the chart, after which we review in concert the three things, *the real rose*, *the picture rose*, and the *word rose*.

If they seem still fresh and eager for more, I teach them to spell the word rose, pointing to the word on the board and touching the letters as I say them. We do this wholly in concert, aiming for *perfect time*. In this way the letters are easily mastered—so easily, in fact, that

neither pupil nor teacher is really conscious of it till the feat is accomplished.

Thus ends Lesson No. 1. Not much ground gone over, but the children have been really interested, and are ready for double or triple the work at the next exercise. They have now acquired the idea of *speaking distinctly, accurately, promptly*, and in *perfect time*, when reciting in concert. They have also been taught to care *how* they stand while reciting; are pleased with their straight or curved line and their erect little bodies. No one wishes to be round-shouldered or disorderly; that danger, if the teacher is always thoughtful, is safely passed. A word or a look is now sufficient to produce instant order during an exercise.

The first lesson of a beginning class just entering school should be appropriate to the season of the year. If the day had been a cold, snowy, wintry one, it would have been more suitable and interesting to take, in the place of the word *rose*, the word *snow, ice, or skates*.

T E A C H I N G T O R E A D .

BY ELIZABETH P. PEABODY.

EVERY body knows, whether they have ever said it to themselves or not, that the great difficulty of teaching children or adults to read English is the fact that the letters of our alphabet, in stead of being made known by the exact sounds they stand for (as o, l and m are), have *names*, the worst of which are *aitch* and *double-yu*, but all bad; also, that in reading English it is immediately found that each vowel stands for *several* sounds, very different from each other, and that two consonants, c and g, stand for two different articulations, as different as *see* and *kee*, for instance.

And farther, it is found that there are ever so many ways of combining letters to represent identical sounds: thus that the very same vowel-sound is heard in the words *erst, urge, irk, work, earn*, and the same consonant articulation in the words *musician, nation, cataceous, shin, sure*, and so forth.

The originating cause of this confusion was, that the Latin monks, who christianized England, undertook to write the English language with the Roman alphabet; which was a perfect phonography for Latin, having in it exactly as many letters as there were sounds in their language,

namely, always their vowels were the *a* of arm, the *e* of fête, the *i* of machine, the *o* of old, and the *u* of Peru. Latin had no such vowel-sounds as we hear in an, on, up, and irk; and no such consonant-articulations as we have in shin, chin, thin, then, and joy—(their *j* was sounded like the initial of yarn). They should have invented new letters for these eight sounds; and had they done so, all our confusion would have been avoided. They might have *pointed* some letters, as the Poles did, who also had a language with more sounds in it than the Latin. Had they put a dot under a for the vowel of an; a dot under o for the vowel of on; under u for the vowel of up; and under i for the vowel-sound of irk; also dots respectively *under* s, c, t, d, for the initial sounds of shin, chin, thin and then, they would have had a complete alphabet and perfect phonography for English.

But it is too late, probably, now; since to write English phonographically, even with the Roman letters, would antiquate all the vast mass of literature which has accumulated in the language, and which will never be reprinted, and make all our dictionaries of comparatively little use.

But it is very strange indeed that there should ever have grown up, among those who speak the English tongue, the habit of making for the alphabet name of a what was the Roman name of e, and the alphabet name of e what was the Roman name of i, and the alphabet names of i and u the diphthongal sounds of bind and use,—which the Romans always wrote with the combinations ai or ae, and iu. Now it is a fact that in all English reading the sound of i in *it* occurs 240 times to that of i in bind once; and so of all other vowels, their usual sounds heard in words are the Roman sounds: e in egg occurs hundred of times oftener than e in be, and so of all the others. Now is it not absurd to teach children what is the exception rather than the rule? to tell a child that the letter i sounds one way, when in fact 240 times to one it sounds another way?

It has been shown in a primer now out of print, but which is about to be reprinted with some additions, that the English language has a very large number of words in which no sounds occur but such as were in the Latin language; and that if children are taught to sound the alphabet as the Romans did, there can be collected a sufficient number of English words, which are perfectly phonographic with our letters, to make an easy initiation of the art of reading on a scientific principle; which will make learning to read not, as it is now, so hard, and a positive injury to the little mind, all whose natural attempts at classification are utterly baffled by the names of the letters. The exceptions to the strict phonographic rule can be arranged in groups and learned by rote, as ordinarily *all* words are, *afterward*.

In Miss Peabody's Kindergarten Guide there is a chapter on Reading, in which this method is described; and for more than twenty years, the children of her friends have been taught on this method, with the help of her First Nursery Reading-book, together with the later editions of Mrs. Mann's Primer of Reading and Drawing.

One effect of this mode of teaching to read English has been found to be that it gives a correct orthography without any intervention of spelling-lessons, all the words and syllables that are phonographic being pronounced at sight, and the exceptional words being always written to dictation and learned in groups, each group being small, according to the degree of the irregularity: for instance, the word *plithisic* is entirely by itself. The irregularities amuse children, who have a phonic standard in their mind already, and therefore are remembered because, as a boy who had been so taught once said, they are so funny.

Another advantage of learning to read English with the original Roman sounds is that it makes children pronounce Latin as now all the great scholars are agreed the old Romans pronounced it. This should be done, not only because it is at once the true and beautiful way, but because it would make Latin a more universal mode of communication than it can be when each nation pronounces it according to their own vernacular. Especially is the English pronunciation unintelligible to other nations, because our vocalization is so different from that of all other tongues. The continental nations universally preserve the Roman sounds as the names of the vowels, while we give a diphthongal sound to *i* and *u*, absurdly calling them the *long* sounds of the vowels of *in* and *ru* (as if *length* could change the *sound*). The long sound of *in* is heard in *machine*). We also name *a* as the Romans did *e*; and *e* as the Romans did *i*. Of course, this makes a very ugly-sounding Latin, and by sounding the *e* like *s*, when the Romans never sounded it any where in their words other than *k*, "makes", as was once said by a witty philologist, "the august Roman senate into a Pandemonium of hissing snakes."

A third great advantage of having children, from the beginning, associate the original Roman sounds with the Latin alphabet is analogous to the last, and many will think of more practical importance, viz., that it will greatly facilitate learning to pronounce all modern languages, the greatest hindrance to which now is the association with the letters of the barbarous English names. All other nations use the Roman sounds of the vowels as the alphabet-names, though they variously modify the *e* and *g* before *e* and *i*—(the Italians sound *e* *tsh*, and *g* *dsh*; the Spaniards sound *e* *th*, the Germans sound it *ts*, and the French *s*, as we

do). It is, nevertheless, most convenient for all nations to use the Roman articulations, for these exist in all languages. Our hard *c* and *g* is, after all, the most common sound of these letters in English and all modern languages, as well as in Latin.

As I have the copyrights of the two books, First Nursery Reading-Book, and Primer of Reading and Drawing, I have long promised to reprint them in one, making a complete book for teaching to read in the most rapid possible manner. But I shall divide my new edition into two parts, the first part being a book of English written with the alphabet as it is, and yet perfectly phonographic; and the second classifying the exceptional words to be dictated by the teacher and learned by heart by the scholar, in connection with a few reading-lessons.

TALKS TO TEACHERS.—II.

BY J. B. ROBERTS.

CLOSELY connected with the subject under consideration at our last meeting is that of your responsibility for the behavior of your scholars out of doors. I have known teachers whose horizon seemed to be bounded by the four walls of their school-rooms.

Not to be misunderstood, I will say, at the beginning, that I do not consider it your duty to come with all your pupils from their homes in the morning, nor to lead them to their own front-gates at night; nor do I consider you altogether responsible for all the abuse they may suffer nor all the mischief they may do on the way. That responsibility rests chiefly with the parent. You may render assistance in this matter, and you ought to do so by whatever personal influence you have, and by all other legitimate means within your reach.

It is most certainly your business to know that your pupils leave the school-premises, and, at least, *start* on the way homeward, as soon as dismissed. It is your duty to see that at no time they gather in groups on the walks or in the streets, to the annoyance or inconvenience of passers-by. If difficulties occur between the different scholars of your school on the road, it may be your duty to adjust these difficulties, or, at the very least, to prevent their recurrence by detaining, at dismissal, the one most to blame until the others are out of the way. In all these matters, you are to study the things that make for peace. Work for the good of the children and, as far as possible, in harmony with the

parents. If they won't come to see you, do you go and see them, if need be, and come to such an understanding that there shall be no playing at cross-purposes.

During school-hours, however, including recesses and intermission, if the pupils do not return home, your authority is supreme, and your responsibility complete. You can not shake it off. You are to know where your scholars go and how they conduct themselves. Constant vigilance should be your watchword. A feeling that your eye is upon them from your window, or that you are liable, at any moment, to appear among them on the playground, will check the course of many an incipient quarrel, and will often prevent a breach of the laws of propriety and decorum. Children are fighting animals, and they are, it is sad to say, too often profane in language and indecent in manners; but there are very few who, even without the fear of punishment before their eyes, will give way to passion or display their vulgarity in the presence of a teacher whom they respect, as it is presumed all your pupils respect you.

One thing, however, let me warn you against: never appear to be acting the part of a mere spy. Look upon them with a kindly and sympathizing gaze, and, while you must in some sense watch them, do it with the manner of a person who is looking on to enjoy the sport, rather than to catch offenders. In short, let your pupils feel your influence every where; only let it be a stimulating and not a repressing influence. The thing to do with high-spirited boys or girls is, not to tie them down or crush them under the weight of your fear or your moral grandeur, but to give a laudable direction to their impulses. High spirits are the steam-power of the soul, and very few human beings have more steam-power than is needed to carry them over the steep inclines of life.

PRIMARY READING AND PENMANSHIP.—II.

BY MRS. J. H. JONES.

IN our previous article on the above subject, we gave a detailed description of the manner in which little children should be *prepared* for regular lessons in the two branches of instruction now under our consideration. Such a course as we then marked out, if carefully followed, will produce results which will fully compensate for the time and labor

expended upon it, by giving to the pupils a store of ideas, a command of language whereby to express those ideas, and an ability to form and connect readily and accurately the different kinds of lines required in penmanship. This being accomplished, the reading- and writing-lessons, properly so called, should be commenced. We presume that no arguments need be adduced to show the necessity of regarding writing as a subject to be taught from the earliest period of the child's school-life. That this is feasible has been repeatedly proved by experience in the school-room. The methods employed in its accomplishment we will endeavor to present.

Our first remarks will be directed to reading, that being the most important subject taught in the primary school. The methods generally employed in teaching reading are the Spelling, the Word, and the Phonic; together with various modifications and combinations of them. That which we consider the simplest, the most expeditious, and at the same time the most comprehensive, is the Phonic Method. Pupils taught according to its principles speedily acquire a power to read new words, which they could not possibly obtain by either the Word or the Spelling Method. Both of these involve the laborious task of memorizing every word. The child after learning fifty words would not possess the ability to read the fifty-first. Taught by the Phonic Method, on the contrary, to read a short sentence, such as "We made a kite," he would immediately afterward read every word which could be formed by different combinations of the elements composing that sentence. Some of these words are *wide, wade, week, weed, wake, make, meek, meet, made, mite, Mike, date, dame, deem, dime, deed, teem, time, tame, tide, take, Kate, ate*. From these new words new sentences might be formed, such as "Mike ate a date"; "Kate, take a dime." The intense interest and pleasure evinced by the pupils while engaged in thus combining the sounds already learned, so as to form new words and sentences, can only be fully appreciated when actually witnessed. The first steps in reading, usually dull, tedious and monotonous drudgery, both to the teacher and to the pupils, will be found, by the skillful employment of this method, replete with interest, and abounding in material adapted to the gradual development of the mental powers.

But whether the method employed be the Spelling, the Word, or the Phonic, on no pretense whatever should reading be taught unaccompanied by writing. After every reading-lesson, not excepting the very first, the pupils should be required to write what they have read. This has in view a twofold object: the one that of aiding penmanship, and the other that of impressing the correct orthography of the words upon

the mind. Before, however, these can be satisfactorily effected, script letters exclusively must be used in reading as well as in writing. "As few difficulties as possible at the same time" is a pedagogical maxim which the successful teacher never disregards. Children learn to read the written characters with as much facility as they do the printed ones; and, with the view of reducing the number of difficulties to a minimum, only one set of characters must be used. Teaching reading by the use of print, while at the same time employing different characters in writing, would undoubtedly be imposing upon the child a task too arduous for its limited mental capacity. Until the pupils can read fluently short sentences embracing in their construction the simplest combinations of the elementary sounds of our language, and are likewise able to write them with neatness and legibility, they should be strictly confined to the characters used in penmanship. In accordance with this, it becomes necessary to use the blackboard for the first reading-exercises, in stead of books. The reading-matter, whether consisting of single words or of sentences, should be carefully written by the teacher upon the blackboard in the presence of the class, and should remain there until it has been copied by the pupils upon their slates. Care should be exercised in prescribing only the requisite amount of matter for each lesson—that is, an amount never exceeding what the pupils are fully able to understand and remember. One difficulty in reading, as in every other subject, should be completely overcome before another is introduced. The teacher should be guided, not by the power she possesses to impart, but by the receptive faculties of the pupils. To illustrate, we will suppose that a class of children have just commenced learning to read, and that the sentence "We see the bee" constitutes to-day's lesson. The teacher having, by means of a short conversation with the pupils, developed the thought symbolized by the sentence, and having led them to construe it orally, writes it upon the blackboard. She then calls the attention of the pupils to each word as a whole, teaches them to analyze it into its component sounds, to associate every sound with its representative character, and subsequently to recompose and enunciate the sounds with rapidity, so as to form again the original sentence. These steps in the lesson having been mastered, the next would be the reproduction of the sentence by the pupils upon their slates.

The proper writing position, as regards both the person and the slate, being taken, the teacher rewrites the whole sentence, letter by letter, requesting the pupils to watch closely the directions in which her arm moves while writing it, and to perform similar movements with

their arms in the air. Questions, answers and commands such as the following would be given. "*Teacher*.—What is the first word I wrote upon the board? *Pupils*.—It is *we*. *T*.—What did you hear first when I said the word *we* slowly? *P*.—*w* (giving the sound). *T*.—Watch me while I write *w* again, and notice how my arm moves. (Teacher writes *w*, saying, while making each stroke, up, down, up, down, up, down, up.) Raise pencils. (The mode of holding the pencil should have been previously taught.) We will all move our arms in the same way that I moved mine while writing *w*. Ready. Up, down, up, down, up, down, up. We will do this once more, but, in stead of saying up, down, we will count. Ready. One, two, three, four, five, six, one. In the word *we*, what comes after *w*? *P*.—*e*. *T*.—Look, while I write *e*. Say the whole of what I have now written. *P*.—*we*. *T*.—Raise pencils. Count with me and make movements for the whole word *we*. One, two, three, four, five, six, one, two, one. Write this between the two upper lines on your slates, and count with me as you write. One, two, three, four, five six, one, two, one." In a similar manner the other words should be treated, until the sentence has been written several times. In accordance with the maxim already adverted to, the use of capitals should be deferred until the pupils have become familiar with the small letters. As soon as they have gained a moderate amount of assurance and self-reliance in writing what is before them upon the board, the whole should be erased, and they should be allowed to write it again from memory or from dictation, as being the most efficient means of securing correct orthography. For this purpose, the advantage of using script letters becomes obvious to the most superficial thinker, inasmuch as the pupils recall and reproduce the exact picture which they had so minutely observed while reading.

No apprehension need be entertained concerning the difficulty of introducing print at a subsequent stage. The transition can be completed in one week at most, provided the instruction which we have suggested has preceded it. Before the distribution of the Readers, a few lessons in print should be given in the following manner. The teacher, partly with the object of reviewing what has been already taught, should write upon the board a few simple stories, embracing only those words which are included in the classes of words with which the pupils have become acquainted. If these stories or descriptions are read with fluency, clear articulation, and pleasing expression, the object desired has been fully attained. These review exercises should be printed by the teacher, as well as written, each printed word standing immediately beneath its corresponding written form. The similarity existing

between the two forms of several of the letters, such as *o o*, *e e*, *d d*, *t t*, etc., should be pointed out, and would scarcely require repetition. Those presenting an entire dissimilarity would demand protracted attention.

The course most frequently adopted with beginners is the employment of print in teaching reading, and the substitution of printing for writing by the pupils. We trust enough has been said to show the superiority of script as compared with print, in the early lessons. In the pursuance of this course, reading, writing and orthography go hand in hand with the cultivation of thought and language from the commencement, and the period which finds the pupils prepared to learn print finds them also able to write creditably, not only their reading-matter, but any other words and sentences of equal difficulty. The time almost wholly misspent in learning to print is profitably employed in learning to write.

In addition to the written exercises which we have recommended should follow the reading, lessons in the art of penmanship as a separate branch should be daily conducted. A systematic and well-graded course should be selected, and adhered to with precision and regularity. Whether the pupils write on copy-books or on slates (and we would urge the propriety of giving them copy-books at a much earlier period than is the usual practice), the teacher should place upon the board what is to be written by the class. Attention should then be called to the comparative height of the letters, to the different directions of the straight lines, curves, loops, and ovals, to the letters which require shading, etc.; and a vigilant watch should be maintained for errors which will probably be committed.

But, lest we become wearisome, we will desist for the present, trusting that at least some of our readers will be induced to put into practice the method (modified, it may be, to suit peculiar circumstances) we have endeavored briefly to sketch. It is not a theory merely, but is the outgrowth of living, practical work in the school-room.

A GREAT gift is that of talking well; a greater to talk well and just enough. The conversation which fell from the lips of Fox, Burke, Dr. Johnson, Coleridge, and other famous talkers of England, was of such interest that their favored listeners would sit entranced, while hour after hour flew by unnoted.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, June, 1870.

EXAMINATION FOR STATE CERTIFICATES.

SECTION 50 of the School-Law provides that "state certificates shall only be granted upon public examination, of which due notice shall be given."

In accordance with the above, it is hereby announced that a public Examination for State Teachers' Certificates will be held at the Normal University, during the session of the State Teachers' Institute, in August next (precise time to be hereafter announced), when all teachers wishing to apply for the Professional Diploma are cordially invited to be present. Circulars containing all needful information concerning the examination will be sent, from this office, to any one requesting the same.

Among the branches in which candidates will be examined are the following: Anatomy and Physiology, Botany, Zoölogy, Chemistry, Algebra, and Geometry.

Such a knowledge of these branches as will satisfy the Board of Examiners may be obtained from either of the following works: *Anatomy and Physiology*—Hooker, or Draper (School Editions); *Botany*—Gray's Lessons; *Zoölogy*—Hooker, or Tenney; *Chemistry*—Youmans, Rolfe and Gillette, Steele, or Cooley; *Algebra*—Ray, Loomis, or Robinson (to Infinite Series); *Plane Geometry*—Loomis, Davies's Legendre, Ray, or Playfair's Euclid (equivalent to the first five books of Loomis).

The above text-books are mentioned merely to indicate, in a general way, the *range* of the examination in the several branches enumerated, and as a sort of *measure* of what candidates may expect will be required of them. The necessary preparation can, of course, be made just as well by use of other works. It will not make the smallest difference what text-books teachers have studied in any particular branch or science, so that they have the requisite knowledge thereof.

All teachers purposing to attend are requested to signify the same to this office at an early day, so that they may be furnished with such other information as will be necessary for their observance and guidance in the premises.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

THE TEACHER.—We take pleasure in calling the attention of the readers of the Teacher to the variety of valuable, practical articles which its numbers contain. Every department of education is represented in its corps of contributors, and among them are some of the ablest writers in the country. Those of our readers engaged in teaching primary schools are especially fortunate in having so much space given to their work. To procure articles which shall be of practical use in the elementary work of the school-room is much more difficult than to obtain those of a higher grade, or of a more general character. The present number is of value for the attention it gives in this direction. The articles on Primary Reading are written by ladies who have given much thought to the subject, and speak from successful experience in it. Mrs. Jones and Miss Peabody have both made a specialty of it and are authors of primary books in it. Miss Johnson, formerly at the head of the Primary Department of the Model School of the Normal University, is now connected with the schools of St. Louis. Every one of these articles contains ideas which teachers can make of practical use. Prof. Metcalf points out two of the most common errors in the pronunciation of our people, and prescribes the remedy; and Superintendent Roberts urges upon teachers a watchful care of children at recesses, a part of their duty which they too generally consider of slight importance. Mr. Roberts will spend the early part of his vacation in visiting some of the schools of New England, and promises the readers of the Teacher the benefits of his observation.

Superintendent E. L. Wells will present in the next number some of the methods by which Miss Goodsense makes her school-room attractive to her pupils, and B. R. Cutter will give another of his suggestive articles on Cultivation of Flowers.

ABOVE WORK.—We heard a gentleman of large experience and careful observation remark, not long since, that in our larger towns scarcely an American boy can be found learning a trade. All not already employed are idling about the streets, risking the chance of stumbling upon a clerkship or some position ranked above work.

There is doubtless a quite general disposition on the part of youth of both sexes to look upon labor as degrading. The boys incline to smoke cigars and drive fast horses, while the girls read sensational literature and array themselves in the latest styles, however absurd. Every sensible person can see that the tendency of such education is bad and only bad. It is to make society an unmitigated sham. It encourages pretension, profligacy, and physical, mental and moral degeneracy. It blinds our youth to the realities of life which must overtake them; hence there is much marrying in haste and a great deal of repenting at leisure. It encourages idleness, shiftlessness, and dependence; hence the prevalent social and political corruption, which considers the public as a legitimate subject for all sorts of plunder. It is a hot-bed in which are developed the depraved appetites and passions which blight the manhood and womanhood of our youth, and supply at fearful rate the dens of infamy with their victims.

The cause of this tendency of American youth, in large towns especially, lies in their wrong education. Were we to locate it, we should charge the greater part of it upon parents. It is they who have the largest control over their children, and by whose remissness habits of idleness and frivolity are formed. Industry, which is always one of the conditions to the formation of exemplary character, is under their direction, more than that of all others. It is, too, chiefly through the neglect of parents that boys and girls live the utterly aimless lives that many do. If some object were placed before youth to excite their interest and engage their attention, even though it were comparatively temporary, the desired object would be accomplished for the time being.

But it becomes a question of interest to teachers to inquire to what extent the instruction in the public schools tends to encourage false views of labor. There is, no doubt, a habit with very many teachers of exciting the ambition of their pupils for a life above manual labor. In various ways the coveted object is placed before them, till they come to look upon labor as degrading; they absolutely detest it, and when they find that a disposition to work, it may be at very menial and very hard

service oftentimes, is the first condition to success in life, and that education without this disposition is like tinsel, their conceit is taken from them; but they prefer idleness, and I perhaps dishonesty, to hateful labor.

The error, it seems to us, lies in exciting the ambition of children to look above their position to some easier means of life. In stead of this, let them be taught to respect labor and that it is the only safe course by which positions, whether of wealth or influence, can be gained; but that intelligence increases its efficiency, and is to its possessor a power which multiplies his work many fold. Labor alone plods on blindly; but intelligence gives it eyes by which it will discover easier ways and improved methods. So education is the gift which with labor elevates and enriches its possessor, but without it, it brings neither bread nor money.

PREPARATORY SCHOOLS.—In the reported proceedings of a Congregational Convention recently held in Chicago, we find the following resolution:

Resolved, That in the great want of schools which afford facilities for preparing pupils for college, the Triennial Convention recommends that associations and churches be advised and exhorted to promote the founding and fostering of such institutions, and to conduct them on such principles that they shall sustain the same relation to the colleges of the interior which the academies of New England have so long sustained to her colleges: schools which shall not strive to rival the colleges by supplying their place in the system of education, but to fill the place between the colleges and the common schools, which the colleges can not occupy: and that the details of the plan proposed by Professor Gulliver be commended to the careful consideration of the local associations, to be modified or supported [supplemented?] by a plan better adapted to the several localities.

In the somewhat extended discussion of this curious resolution, it was declared that "our colleges are going to ruin", that the public schools can not prepare a man for college, and that something must be done. The college men of our own state must have been especially impressed with the importance of taking some action in the premises, for they appear to have been the originators and sole advocates of this project. The resolution was finally laid upon the table, but the sentiments embodied in it, which were more fully elaborated in the discussion that followed its introduction, are sufficiently suggestive to justify a passing notice.

In the first place, it is assumed that a rivalry exists between the common schools and the colleges. We are at a loss as to the precise meaning of this charge. We can conceive of but two possible constructions to be put upon it. It must mean either that the common schools are succeeding better than the colleges in supplying the educational wants of the people and of the times, or that they are doing so well the special work which colleges are generally supposed to undertake that the latter institutions are no longer needed. If the common schools should be found guilty upon either count of this indictment, they would probably be able to stand it if the colleges could.

Again, it is proposed to establish preparatory schools modeled after the plan of the New-England academies. This is very much like attempting to establish by resolution a line of old-fashioned stage-coaches between Chicago and St. Louis. The academies of New England were organized as feeders for Harvard and Yale, before the modern high school had an existence. Many of the founders of those colonies had passed through the preparatory schools and the universities of the mother country, and they naturally and almost of necessity adopted a system similar to that in which they had themselves been trained. The plan was doubtless a wise one for them in their circumstances. But it is one thing to establish academies to supply an educational requirement of the times, and quite another thing to attempt to found and foster such institutions when there is no demand for them save by a few expiring colleges. We agree with the sentiment expressed by Judge Walker, of Detroit, in the discussion of this proposition, that the academies of New England did a great work in their day, but they are not to be compared with the common schools of the West.

It is also charged that the common schools—which term we understand to embrace the high schools also—can not fit young men for college. This is a charge not easy to meet until it is definitely ascertained what is required for admission to these colleges. We are very sure that not a few colleges, so called, could be found in this state to which applicants may easily find admission without submitting to the delay incident to a complete or incomplete course in one of our high schools. And, on the other hand, numerous instances can be cited where those who have long enjoyed the advantages afforded by these colleges have utterly failed in the ordinary examination for admission to our high schools. We suspect the real objection to be, not that the common schools can not do enough, but that they do too

much. Hence the rivalry. They not only fit young men for these colleges, but they take them a great deal farther. If the people should find that our common schools afford as good educational facilities and turn out as thorough scholars as some of those institutions that boast a more ambitious title, would it not be very natural for them to bestow their patronage upon the former, even though the latter should, as a consequence, go into a hopeless decline? But it is not true that there is any rivalry or antagonism between the common schools and the colleges. It is not true that the high schools can not prepare young men for college. The high schools of this state send out a large and steadily-increasing number of young men every year to Michigan University and to the older institutions of the East. If our people prefer these schools to the colleges nearer home, it is because they have more confidence in them and believe them better fitted to educate the young men of the state. The only rivals of the colleges of Illinois are the colleges of other states; and if the former fail to secure their share of students, it is simply because the latter have surpassed them in educational facilities. The sooner these gentlemen recognize the fact that the fault is in their own institutions that they are going to ruin, and set about applying the remedy within their own walls, where alone it is needed, the sooner will they be able to compete successfully with their rivals, whether they be the common schools of Illinois or the colleges of other states. c.

THE INDUSTRIAL UNIVERSITY.—We are in receipt of the Annual Report of Regent Gregory to the Trustees of this institution, dated March 8th, 1870. In addition to the Regent, the Faculty of the University comprises the following professors: one of English Language and Literature; one of Agriculture, who is also Superintendent of the Farms; one of Chemistry; one of Mechanical Science; and assistant professors of Botany, Mathematics, and Engineering; and of Book-Keeping, Military Tactics, and German; also teachers of Architectural and Mechanical Drawing, and Languages. Twelve lectures on *Pomology* were given, during the year, by Dr. Warder; and thirty, by Professor Sanborn Tenney, on *Zoology*.

Three courses of lectures have been given to the farmers of the state: one at Champaign, one at Centralia, and one at Rockford. The library numbers 3,480 volumes. By way of experimental agriculture, ten different kinds of corn have been cultivated, nearly 40 acres in all; eleven varieties of potatoes, about 19 acres; six varieties of wheat, nearly 50 acres; forty-five acres of oats. 120 acres of meadow were mowed; and 125 acres were fallow-plowed. An apple-orchard containing 2,193 trees was planted, and large numbers of fruit, forest and ornamental trees were gathered in the nurseries for future use. A great amount of work was done in draining grounds, erecting buildings, etc. The report contains enough of general recommendations to give an idea of the extent of the institution and the plans for its future.

In view of what is contained in this report, it is difficult to conceive how any sensible man can charge the university with being a school of mere classic and literary character. It is fair, also, to presume that the opposition which has been brought against it has been from those who would make it a special school for instruction in their particular industries. They seem to forget the conditions of the grant made by Congress, and to overlook the fact that no department even of industrial learning is complete in itself. Each is so related to others and to learning in general that all must be comprised in a course of study.

Again, the university was established as a school for the whole people, where they may go and obtain, free of expense, so much of general education as will fit them for commencing study for their special calling, and, beyond this, such special training as will prepare them for practicing any of the industrial arts. The superstructure is broad: the foundation must be broader,—so broad as to embrace every thing necessary to the general intelligence of the masses of the people. The university is the only place where free instruction of high grades, save for teachers, is given in the state. Let its doors open so wide as to admit all, and let it become the highest step in the system of free education in our great state.

PRACTICAL EXERCISE IN LANGUAGE.—The discovery of error is often the first step toward its removal. Its constant correction until the need for it ceases is the second and far more difficult task. There is probably no more striking illustration of this truth than occurs in the common use of language by pupils, and not unfrequently by teachers, in the school-room. Let any teacher commence his day's work with pencil and paper in hand, ready to note down at the moment any mis-

takes that may occur. It will not be long before his list will be a forcible illustration of the need of training in language. The other day we tried the experiment during a recitation in grammar, by a class many of whom had taught one or more terms. For the benefit of our readers, we present the results so far as they pertain to pronunciation. Only the errors are indicated.

Lazinuss, subjiect, bucause, yesm, settlemunt, ajtive, limut, sentns, postive, git, ken (for can), air (for are), due (for do), and yew (for you).

The errors were at once indicated upon the blackboard, where they confront the pupils many times during the day. By much patience and perseverance, some have been enabled to overcome individual faults, and all have become quicker to detect and correct errors in themselves and others.

BUREAU OF EDUCATION.—It is finally settled that after the end of June Commissioner Eaton shall have a salary of \$3,000; one clerk at \$1,800, one at \$1,600, one at \$1,400; and \$6,700 for messenger, library, reports, etc. The bureau has compiled a statement from the statistics of the last census, which shows the condition of the voting population of each state in regard to their ability to read and write, and the additions to each class by the Fifteenth Amendment. The tables show a fearful mass of ignorance in many sections, particularly in the South. They also show that postal receipts, new inventions, and internal revenue receipts, all decrease in direct proportion to the increase of the number of illiterate.

SOUTHERN-ILLINOIS NORMAL.—The corner-stone of the University was laid at Carbondale on the 17th ult. The number of persons present was estimated at from 10,000 to 15,000. The ceremony was conducted by the Masons, and was very imposing. His Excellency Governor Palmer, the orator of the occasion, was prevented from being present. Addresses were delivered by President Edwards, of the Normal University at Normal, and Rev. Rob't Allyn, President of McKendree College at Lebanon.

STATE CERTIFICATES.—As will be seen by his official communication, Hon. Newton Bateman, Superintendent of Public Instruction, will hold an examination of candidates for State Certificates at Normal, on the 9th and 10th of August. It is hoped that the class of applicants will be even larger than the one last year. This diploma enables its possessor to teach in any county in the state without further examination.

THE SCHOOLMASTER.—With the May number, this journal appears under the sole proprietorship of Mr. John Hull. Its editorial corps is strengthened by the addition of Mr. I. S. Baker, Principal of the Skinner School, Chicago. Mr. Baker is one of the most careful thinkers among the educators of the state, and is, withal, an able writer. The Schoolmaster is fortunate in securing the contributions of his pen. It is still published at Bloomington.

PROCEEDINGS OF STATE ASSOCIATION.—The proceedings of the meeting at Ottawa are now ready for distribution. A copy will be sent to each of the members who paid the annual dues at that time. Persons not members and those wishing extra copies can be supplied by sending orders to E. W. Coy, Secretary of the Publishing Committee, Peoria. Price per copy, \$1.00.

BUSINESS INSTITUTE.—By reference to their advertisement in the present number, it will be seen that the proprietors of the Bryant and Stratton Commercial College purpose holding a business institute, for teachers especially, during the summer vacation.

EDUCATIONAL MEETINGS.

Our readers will notice, by the following announcements, that there is indication of more than usual activity among educational bodies during the summer vacation. To those who are familiar with these gatherings it will be apparent, from the scope and character of the programmes, that there is promised a corresponding increase of efficiency. The questions discussed by them are each year more closely connected with the philosophy of education and with the principles underlying it. Another encouraging sign is the fact that the work of education is receiving wider attention. When men of different professions, statesmen, and educators of all grades, come together to hold counsel for the elevation of humanity, there is truly room for all to take courage.

In our own state there will be abundant opportunity for teachers to attend some of these meetings. First among them will be the meeting of the

WESTERN SOCIAL-SCIENCE ASSOCIATION,

in Chicago, on the 8th and 9th of the present month. The following papers will be read.

1. *History of the Teacher of Social Science.* Rev. T. M. Post, D.D., St. Louis, Mo. (Lecturer on History in Washington University.)
2. *The Present Political Crisis in England; considered in its Bearings on Political Science.* Goldwin Smith, Esq., Ithaca, N.Y. (Lecturer on History in Cornell University.)
3. *The Treatment of Insanity.* Charles A. Lee, M.D., Peekskill, N.Y. (Of the Medical College, Buffalo.)
4. *Schools for Idiots and Feeble-Minded Children; their Utility and Necessity.* C. T. Wilbur, M.D., Jacksonville, Illinois. (Superintendent of the Illinois Experimental School for Idiots, etc.)
5. *Industrial Education in Europe and America.* Rev. J. M. Gregory, D.D., LL.D., Champaign, Illinois. (Regent of the Illinois Industrial University.)
6. *The Articulate Instruction of Deaf Mutes.* Miss Cornelia H. Trask, Jacksonville, Ill. (Of the Illinois Institution for the Education of the Deaf and Dumb.)
7. *Present state of the Prison Reform in the United States.* Rev. E. C. Wines, D.D., LL.D., New York. (Secretary of the N.Y. Prison Association.)
8. *Criminal Law.* A. W. Alexander, Esq., St. Louis, Mo.
9. *Minority Representation.* Hon. Joseph Medill, Chicago, Ill.
10. *Criminal Abortion.* J. R. Weist, M.D., Richmond, Ind.
11. *The Air we Breathe.* Wm. H. Churchman, Esq., Indianapolis, Ind. (Superintendent of the Indiana Blind Asylum.)
12. *The Great Danger.* Hon. Isaac McKinley, Richmond, Indiana.
13. *Public Charities in the Northwest.* Rev. Fred. H. Wines, Springfield, Ill. (Secretary of the Board of State Commissioners of Public Charities.)

ILLINOIS SCHOOL PRINCIPALS' ASSOCIATION.

This body, at first local in its nature, has organized upon a broader basis, and now holds its first anniversary in its enlarged character. Its object is to bring together School Superintendents and those who are in charge of graded schools, for the fuller discussion of questions connected with educational theories, school administration, etc., than is convenient in the larger meetings of the State Association. From the following programme, it will be seen that the coming meeting will be one of very great interest. It will be held in the Haven School Building, Chicago, on the 6th, 7th and 8th days of July next. The order of business is as follows:

WEDNESDAY.—FORENOON—9 O'CLOCK.—Opening Exercises. Addresses by S. A. Briggs, Ex-Prest Chicago Board of Education; W. B. Powell, President of Society. *The Kindergarten Schools:* Miss Elizabeth P. Peabody, Cambridge, Mass. *Vocal Music in School:* E. E. Whittemore, Chicago. Discussion of same.

AFTERNOON—2 O'CLOCK.—*The Principles of Teaching as exemplified in Kindergarten Schools:* Miss E. P. Peabody. Discussion on above: Rev. Edward Eggleston, Editor S. S. Teacher, Chicago; Dr. Richard Edwards, Principal State Normal School, Ill.; E. C. Delano, Principal City Normal School, Chicago; Dr. Samuel Willard, Sup't Schools, Springfield; Geo. D. Broomell, Ass't Sup't Schools, Chicago. Business.

THURSDAY.—FORENOON—9 O'CLOCK.—*Methods of Teaching Universal History:* Miss Elizabeth P. Peabody, Cambridge, Mass. Discussion of above: Matthew Andrews, Macomb; H. W. Snow, Professor of History, Chicago High School; J. W. Cook, State Normal School, Ill. *School Records and Reports:* E. W. Coy, Principal Peoria High School. Discussion on above: T. H. Clark, Sup't Schools, Ottawa; W. D. Hall, Sup't Schools, LaSalle; W. L. Pillsbury, Principal Model High School, Normal; Edwin P. Frost, Principal Springfield High School; B. R. Cutter, Principal Washington School, Chicago.

AFTERNOON—2 O'CLOCK.—*Ought Text-Books to be furnished at public expense?* E. C. Smith, Sup't Schools, Dixon. Discussion on above: Hon. J. L. Pickard, Chicago; Rev. Albert Ethridge, Sup't Schools, Bureau Co.; S. M. Etter, Sup't Schools, Bloomington; Jno. H. Atwood, Onarga. *Teaching Drawing in Public Schools:* Miss C. F. Currier, Chicago. Business.

FRIDAY.—FORENOON—9 O'CLOCK.—*School Accommodations*: E. A. Gastman, Superintendent Schools, Decatur. Discussion on above: Dr. J. A. Sewall, Normal School, Ill.; P. R. Walker, Principal Schools, Creston; Henry Rulison, Principal Schools, Durand; J. V. Thomas, Principal Schools, Dixon; Sup't S. W. Maltbie, Geneseo; C. P. Hall, Principal Schools, Granville.

AFTERNOON—2 O'CLOCK.—*Special Teaching*: Ira S. Baker, Principal Skinner School, Chicago. Discussion on above: Sup't W. A. Bemis, Rock Island; Alfred Kirk, Principal Carpenter School, Chicago; H. H. L. Smith, Sup't Schools, Alton; O. T. Snow, Principal Schools, Batavia. Closing Business.

STATE TEACHERS' INSTITUTE.

The next session of this body will be held in the Normal University, at Normal, Illinois, commencing on Monday, the 8th day of August next, and continuing two weeks. The sessions of the institute have annually increased in size and interest. It is now probably the largest association of the kind in the country. A more profitable session is expected this year than ever before.

SOUTHERN-ILLINOIS TEACHERS' ASSOCIATION.

This body will meet during the last week in August. The Executive Committee have secured the services of some of our ablest men and best practical workers. The programme is not yet complete in all its details, but will be published in the July number of the Teacher. Addresses will be delivered by Hon. Newton Bateman, State Superintendent of Public Instruction; Dr. E. O. Haven, Pres't Northwestern University; W. A. Jones, Pres't Indiana State Normal School; Pres't R. Edwards, Illinois Normal University; Dr. J. M. Gregory, Illinois Industrial University; S. M. Etter, City Superintendent, Bloomington; E. A. Gastman, City Superintendent, Decatur; Prof. Clark Braden, Carbondale; W. T. Jackson, Prof. F. O. Blair, and others. Periodicals will be read by ladies each afternoon. Discussions and reports on topics of interest to all will constitute the main feature of the exercises. The usual railroad facilities will be had by those attending.

NATIONAL EDUCATIONAL CONVENTIONS.

From the comparative nearness of the place of meeting of these bodies, it is hoped that our state will be represented in them by a goodly delegation of its teachers. The meetings will be held at Cleveland, Ohio, August 15, 16, 17, 18 and 19. The programmes are as follows.

AMERICAN NORMAL-SCHOOL ASSOCIATION.

Monday, August 15.—9 A.M., Opening exercises and organization. 9.30, Address by the President, John Ogden, Principal Fisk University, Nashville, Tenn. 10, Report on *Course of Study for Normal Schools*, by Wm. F. Phelps, Principal State Normal School, Winona, Minn. 10.30, Discussion of same. 11.30, A paper on *Treatment of Dunces*, by Miss Fanny M. Jackson, Principal of Institute for Colored Youth, Philadelphia, Pa.

2.30 P.M., *Model Schools in connection with Normal Schools*: A paper by Richard Edwards, LL.D., Pres't Normal University, Normal, Ill. 3, Discussion of the same. 4.30, *Vocal Music in Normal Schools*: a paper by Geo. B. Loomis, Indianapolis, Ind.

8 P.M., Address by Hon. J. L. Pickard, Chicago, Ill.

Tuesday, August 16.—9 A.M., Opening exercises. 9.30, *The Recitations of Pupil-teachers*: a paper by A. G. Boyden, Principal State Normal School, Bridgewater, Mass. 10, Discussion of the same. 11.30, *The Place and Value of Object Lessons*: a paper by Miss Delia A. Lathrop, Principal Cincinnati Normal School.

2.30 P.M., *The Application of Mental Science to Teaching*: a paper by J. W. Dickinson, A.M., Principal State Normal School, Westfield, Mass. 3, Discussion of same. 4.30, *Means of Providing the Mass of Teachers with Professional Instruction*: a paper by S. H. White, Principal Normal School, Peoria, Ill.

8 P.M., General Discussion and business.

NOTES.—A Paper on some topic relating to the profession will also be read by Geo. M. Gage, Principal State Normal School, Mankato, Minn. A preliminary meeting will be held on Saturday evening, Aug. 13, at 8 o'clock, for the purpose of further arranging business.

NATIONAL TEACHERS' ASSOCIATION.

Wednesday, August 17.—9 A.M., Opening exercises. Addresses of Welcome. Response and Address by the President. Transaction of Business, including the Appointment of Committees, Announcements, etc. Presentation of Reports from

Committees appointed at the meeting of the Association in Trenton, N. J.; the reports to be subsequently discussed and acted upon at the pleasure of the Association. Report upon the *Revision of the Constitution of the Association*, by Prof. S. H. White, Principal of Normal School, Peoria, Ill. Report upon a *National University*, by Dr. J. W. Hoyt, President of Wisconsin Academy of Sciences, Arts, and Letters. Report upon the *Decimal System of Weights and Measures*, by James B. Thompson, LL.D., New York.

2.30 P.M., Paper by Prof. E. A. Sheldon, Principal of Normal School, Oswego, N. Y. Subject — *The Proper work of a Primary School*. The paper will be followed by practical exercises in teaching, and a discussion.

8 P.M., Address by Pres't Chas. W. Eliot, of Harvard University, Cambridge, Mass. *Thursday, August 18.*—9 A.M., Miscellaneous Business. 9.30, A paper by Eben Tourjee, Mus. Doc., Director of New-England Conservatory of Music, Boston, Mass. Subject — *Music in its Relations to Common-School Education*. The subject will be illustrated with practical exercises given by classes of children taken from the public schools of Cleveland, under the direction of Prof. Stewart, and will afterward be discussed.

2.30 P.M., A paper by Prof. George A. Chase, Principal of Female High School, Louisville, Ky. Subject — *The Motives and Means which should be made prominent in School Discipline and Instruction*. Discussion of subject.

8 P.M., Lecture by Gen. John Eaton, jr., National Commissioner of Education, Washington, D.C. Subject — *The Relation of the National Government to Public Education*.

Friday, August 19.—9 A.M., Miscellaneous Business. 9.15, A paper by I. S. Baker, Esq., Principal of Skinner Grammar School, Chicago, Ill. Subject — *The Claims of English Grammar in Common Schools*. Discussion of the subject. 11, Lecture by Hon. A. S. Kissell, State Superintendent of Schools in Iowa, Des Moines, Iowa. Subject — *The Duty of the State with reference to Higher Education*.

2.30 P.M., A paper by Z. G. Willson, Esq., Principal of Clinton Grammar School, St. Louis, Mo. Subject — *The Use and Abuse of Text-books in Schools*. Discussion of the subject.

8 P.M., Lecture by Hon. Frederick A. Sawyer, United States Senator from South Carolina. Subject — *Free Common Schools—What they can do for a State*. Closing Exercises.

A meeting of the Directors of the Association will be held at the Weddell House on Tuesday, August 16, at 7 P.M.; and on Saturday at 9 A.M. One of the largest school-houses in Cleveland will be used as an Educational Bazaar, for the exhibition of school-books, charts, furniture, apparatus, etc. The hotels and private boarding-houses in Cleveland will furnish entertainment at reduced rates to those who obtain the proper certificate from the Committee of Reception. This Committee will be at the railway stations on the arrival of the several trains, commencing with Saturday noon, August 13. Particulars in regard to rates will be given hereafter. The General Ticket Agents' Association having resolved to make no reduction of fare, unless it can be done by issuing round-trip tickets, it has been found difficult to make satisfactory arrangements with the railway companies in reference to the meetings at Cleveland. Such arrangements as have been or shall be found practicable will be seasonably announced. Educators in various parts of the country are solicited to obtain as favorable terms as possible for their several localities, and to announce the same in suitable public journals.

EDUCATIONAL NEWS.

ILLINOIS.

CHICAGO.—We clip the following from the recent speech of Mr. S. A. Briggs upon retiring from the presidency of the Board of Education: "In April, 1866, we had under the control of the Board of Education 1 High and 17 District Schools; in April, 1870, we have 1 High, 21 District, and 14 Primary Schools. Four years ago we had no Primary Schools, and it was one of the earliest labors of my service in the board, in connection with Mr. Runyan, to prepare the plans which eventuated in the adoption of the Primary-School system, which we have so far carried into effect, as is shown by the fourteen Primary-School buildings. In April, 1866, we had 13,992 seats; we have to-day 25,750, furnishing accommodations for nearly 100 per cent. more children than we had four years ago. The total enrollment of

the schools in April, 1866, was 16,000; in April, 1870, 28,000. The average number belonging at that time was 15,000; to-day it is 26,000. The average daily attendance was then 14,000; to-day it is 25,000;—showing all through a gain approaching closely to 100 per cent. during the last four years. While the population has increased very much less, the school census of 1866 showing 53,000 children entitled to school privileges, to-day we have over 70,000 children, so that with an increased school population of about 25 per cent. we have nearly doubled the school privileges. At the same rate of progress for the next four years, we ought to furnish every child in the city of school age with a seat in the schools of the city."

JACKSONVILLE.—At the close of the last term the classes of the Washington High School were subjected to a careful examination in the studies of the term. The pupils sustained themselves to their own credit and the gratification of their friends, many of whom were present. The school is in charge of Rev. I. Wilkinson, also Superintendent of City Schools, assisted by Mr. Barber and Misses Reed and Merritt. The Superintendent sends us the following monthly report of the schools of the city for April: Total number registered, 1636; extreme attendance, 16299; number of days lost, 2016; times tardy, 814; cases of corporal punishment, 20; number of visits by parents, 29; number of visits by strangers, 54; number of seats in all the buildings, 1385; per cent. of attendance, 90.4; per cent. of punctuality, 96.2. A new house will be built, in the southeast part of the city, the ensuing summer. With a few exceptions, the schools have been improving during the year.

PEORIA.—The Board of Education have been investigating the subject of ventilation in connection with the schools under their charge. The report of the committee condemns the methods now used, for their utter inefficiency, and recommends the introduction of the Ruttan system into the High and Sixth-Street schools. The steam heating apparatus is to be removed from the building of the latter. Steps have been taken to erect a new primary-school house, for the accommodation of the children residing on the east bluff. During the year there has been a decided improvement in the condition of the schools. Through the efforts of Superintendent Dow, the standard of scholarship has been raised, improved methods have been introduced, and uniformity of system established. There is evident, also, an increased professional spirit on the part of the teachers.

NOTICES OF BOOKS AND PERIODICALS.

(46) A FEW words from the preface will give the author's views on the subject which he treats. "The main feature of this Logical Treatise is to be found in the more thorough investigation of the nature of the notion, in regard to which the views of the school of Locke and Whately are very defective, and the views of the school of Kant and Hamilton altogether erroneous. The Port-Royal Logic complains that the part of Logic which comprehends the rules of reasoning is regarded as the most important; and maintains that the greater part of the errors of men arises from their reasoning on wrong principles rather than from their reasoning wrongly from the principles. It is as true of this age as of the seventeenth century that the attention of logicians has been confined almost entirely to reasoning. I believe that it is the notion which requires at this time to be specially examined. I believe that errors spring far more frequently from obscure, inadequate, indistinct and confused notions in their proper relation to Judgment, than from Ratiocination." By the freshness of style, and the clearness with which the subject is treated, it is invested with much greater interest. What is obscurely presented by some of the other authors it has been a pleasure to find here made plain.

(47) THERE is in the Institute Reader an adaptation to its purpose which will commend it to all concerned in drilling classes of teachers. For the most profitable practice, it is desirable to use readers in every grade, from the primary to the highest. This plan is hardly feasible at institutes; hence the drill-exercises are confined to a single book, and that often of too high a grade. The volume before us contains a series of progressive lessons, from words of one syllable to some of the finest selections in our literature, and is adapted to an important want in institutes and normal classes. It also gives many practical directions to primary teachers, a manual of articulation for drill purposes, and suggestions to those about to undertake the work of conducting institutes. The plan is an admirable one, and is well carried out.

(48) The name of Philip Phillips is associated with music, the country over. The teacher, and the children too, will be glad to learn that he has prepared a song-book for the day school containing something for children of all grades. When the time comes for the lesson in singing, the teacher will find in it directions how to proceed; and when she desires to introduce variety into her school, here are a number of new and attractive songs for marching, exercise, etc.

(49) THE LAWS OF DISCURSIVE THOUGHT; a Text-Book of Formal Logic. By James McCosh, LL. D., President New Jersey College. Robert Carter and Brothers, New York. 12mo, 242 pages.

(47) THE INSTITUTE READER AND NORMAL CLASS-BOOK. By William H. Cole, Wilson, Hinkle & Co., Cincinnati. 12mo, 360 pages.

(48) PHILIP PHILLIPS'S DAY-SCHOOL SINGER. Wilson, Hinkle & Co., Cincinnati. 12mo, 168 pages.

ILLINOIS TEACHER.

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T H E C R A W F I S H .

BY PROF. W. J. BEAL, CHICAGO, ILL.

THESE are also called crayfishes, fresh-water lobsters, and we have heard boys in this neighborhood call them 'erow-dads'. Almost any person can fish up these little animals from the brooks, ponds, or marshes. In their native haunts, or in a large jar of water, they may be seen to crawl about with their legs, or dart rapidly and gracefully backward by a sudden jerk of the abdomen. You may take a lesson in the art of fencing by teasing them on the bare floor or table. It is amusing to see them eat: taking food in their large claws or pinchers, and then passing it on to the several pairs of jaws which are on the under side and considerably back from the anterior part of the body. They eat mostly, if not exclusively, various animal substances. They reach out their long antennae or feelers to carefully examine any object of interest, to see whether it be an enemy or a friend, food, weed, or pebble. In case the pond dries up, they dig to water, often piling the pellets of mud in the form of a dome over the opening of the hole.

In spring, perhaps about the first of May, the shells or skins will be seen scattered about the water, as though there had been a great epidemic among the crawfishes. These fragments, however, at that time, adhere together, and yet they are free from any offensive smell, showing the absence of fleshy substance. The large shield or carapace which covers the fore part of the body will be found loose at the back end of the skin, which is really the cast-off dress of our specimen. He renews himself with the young leaves and flowers of spring-time. One whole garment lasts him just a year. It will be worth while for any one possessed of an ordinary amount of curiosity to hunt up a crawfish, at this time. He can swim well enough, still no one need hesitate

to handle him, even if he is a lusty fellow, for his skin is as soft and yielding as the back of your hand. His claws can not pinch, and he seems to know it, making scarcely any resistance. For a few days he expands in size, by means of nourishment previously stored away. A new shell is formed under the old one before it is cast off.

People often find two curious, white, concave, bony substances in the stomach, which I have always heard called 'eye-stones'. These are very large before the new shell is formed, and small or wanting after it is formed. These stones are the bundle of broadcloth and trimmings rolled up for the new suit. If the shell be very soft, several pairs of fringes will be seen hanging below the carapace and attached to the base of the legs. These are gills, and aid the animal in getting oxygen into his blood. He has no sign of an internal skeleton like that of a squirrel, a bird, a snake, or a fish, but in stead is this jacket of armor, to which the muscles are attached. The abdomen is made of seven or eight rings or segments, which can move freely by hinge-joints up and down, but not to the right or left. The legs have each six joints, moving like the joints of the abdomen, but they are not all in the same plane. This gives them a free motion in any direction. This principle is employed in machinery, as in the joints of the rods running from a horse-power to the separator in a threshing-machine. Some of these legs or antennæ are occasionally broken off by falling stones or other accidents. They soon grow out again—first as soft, pulpy masses, hardening after they acquire the proper size. The new claw does not grow as large as the old one: hence the difference in size often noticeable in the crawfish or lobster. Their eyes are movable, and placed on jointed stalks or limbs, so they can be thrust out much farther than those of a boy who has caught a large fish. A moderate magnifying power shows the surface of each eye to be made up of large numbers of little square pieces. Each of these is the surface of a small eye or facet. He is supposed to hear by an apparatus at the base of one pair of antennæ, and to smell by means of a pair of concave bony processes just forward of the mouth. They grow slowly and live to a great age. They have, at least, five pairs of jaws, which are external and move laterally, in stead of up and down as in the vertebrate animals. To the middle ring of the abdomen is attached a pair of jointed appendages. Those before it and behind it also have similar appendages. If the fore part of the fish were made of rings—one for each pair of legs,—then we should feel quite sure that the same plan prevailed in this part of the body. The body of a centipede is composed of a large number of such movable rings, each sup-

porting a pair of legs. One's attention called to this point and a little thought upon the subject will generally cause him to suppose that the body (cephalothorax or head-body) is composed of several rings consolidated. But this doesn't prove it. The mystery is solved beyond a doubt, by studying the young specimen before and soon after it leaves the egg. In this there is a ring for each pair of legs or claws. But this examination reveals another point of interest: the legs, the appendages on the abdomen, the jaws and antennæ are scarcely distinguishable the one from the other. The jaws and antennæ, then, are of the same fundamental nature (homologous to) as the legs. This is even true of the eyes, so we may say the eyes are raised on the tips of arms or legs. The same principles apply to the body and head of insects.

The thorough student, who wishes to acquire comprehensive views of animals, must study the young as well as the mature, and compare them carefully with other classes of the same branch.

The young scholar, unless very skillful and observing, will fail to notice that the blood-vessel is along the general cavity next to the back; that the colorless blood is thrown forward by pulsations in this vessel called a heart. These pulsations can be seen by removing the top of the carapace. He needs help or hints to find the nerve-cord running along the lower floor of the body next to the legs. This, in the young crawfish, is plainly marked off into ganglia or bunches, one for each segment. The cord divides around the œsophagus. In old animals the ganglia are more or less united. The alimentary canal (œsophagus, stomach, and intestine) runs from one extremity to the other through the middle of the body.

A large proportion of these facts, together with many other items of less importance scarcely less interesting, were discovered by students of the present Junior Class in Chicago University, without the aid of books or teacher, except now and then a hint as to what to look for. Those who studied the specimens most carefully were most interested. While some were studying these specimens and daily reporting their discoveries to the teacher and members of the class, others were working on skins and skeletons of birds, telling how the latter corresponded to the bones of their own bodies; others were working in like manner on frogs, snails, fishes, and insects. There are questions and discussions by class and instructor, and occasional references to books. Some account is kept by the teacher of the work done by each member of the class. About half the time is occupied by a course of lectures on Comparative Zoölogy. Once in four weeks they spend an hour or more in

writing answers to questions which have been discussed in the classroom. If the answers are worthy, they are passed; if not, they must work harder, make up, or fail at the close of the term in a general examination. I have tried similar classes, adhering more strictly to the words and plans of a text-book; but the way above mentioned gives the best satisfaction to my classes and to their teacher. I am aware that the plan is condemned by many college professors, as one utterly impracticable, failing to awaken interest and to give correct views of the subject. The answers of the classes who pursue this method have frequently surprised me by being full, accurate, and comprehensive. It is true that some are listless and fail to fully comprehend the situation; but they are fewer than when pursuing the ordinary text-book method.

GRAMMAR FOR PRIMARY SCHOOLS.

MUCH time is wasted and much labor thrown away by not beginning in the right place to teach, that is, not teaching the right thing at the right time. This is lamentably true in the study of Grammar. Theories are given for which the pupil has no use—theories which he can not apply, having nothing, comparatively, to which to apply them.

What is wanted is *Training in Language*, and *grammar*, so called, will be cared for. At most, grammar, so called, may be mastered by a few months (a few weeks?) of careful study. The language can not be *mastered* by a life of study.

Assuming that the general outlining of a course of study is into three groups—Primary, Intermediate or Grammar, and High School,—it may not be out of place to present a *syllabus* of the especial work in *language* which, it is believed, should be given in a primary course, in addition to the ordinary reading and spelling.

GENERAL.

1. *Let the work of increasing the child's vocabulary be constant and uppermost.*
2. *Train the child to use his vocabulary correctly when talking.*
3. *Be sure that the child can place upon slate or paper, correct in all particulars, his vocabulary as used verbally.*

SPECIFIC.

1. Exercise the pupil in forming full and well-sounding sentences, as a *specialty*, as well as in all recitations (avoiding pedantry, of course:

monosyllabic answers are to be preferred when they are most appropriate). This work should begin when the child first enters school, and should cease not until he leaves. It should constitute a large share of the first year's training, when the child is beginning to recognize the pictures of his vocabulary.

2. Develop the idea and definition of a sentence.

3. Teach that the first word of every sentence must begin with a capital letter.

4. Teach that the words I and O must each be written with a capital.

5. Lead the pupil to discover that some words are *name words*, call them *nouns* at once, and lead him to see that there are two kinds of nouns. Define each, and add to the definition of a *proper noun* the words 'the first letter of which is always a capital'.*

6. Lead the pupil to see that there are four kinds of sentences. Develop the definition of each, and give the kind of *stop*-mark to be used after each.

7. Lead the pupil to see that some nouns stand for *one* person or thing, while others stand for *two* or more. Develop the word singular, and, after finding a necessity for another term, giving the word plural.

8. Teach *rules* for the formation of the plural of nouns.

I. Those whose plural is formed regularly.

II. " " " " by change of words.

III. " ending in y.

IV. " " o.

V. " " f.

9. Teach the formation of the plural of *letters* and *signs*.

10. Give the *possessive forms* of nouns, and in spelling orally do not fail to name the apostrophe.

11. Teach the names of the months and days of the week, their abbreviations, and other common abbreviations. In spelling the abbreviations, give the period as a part of the spelling.

12. Develop the use of the comma in a succession of particulars where *and* is omitted.

13. Teach the use of the comma when a part of the sentence is transposed.

14. Develop the *subject* of a sentence. Define. When the pupil is ready for it, tell him to call the other part of the sentence the *predicate*. Many lessons should be devoted to forming sentences and separating

* The Germans when spelling a word, orally, beginning with a capital letter, always indicate it: thus, large M - a - n - n, Mann (man).

them into *subject* and *predicate*. The pupil should form the sentence. Teacher may give the topic and other specifications.

15. Classify and name all the *words*, each according to its use. Before leaving the subject, give the common name of each, as verb, adjective, etc.

Too much importance can not be given to the third general head, for in this particular is our language most deficient. Indeed, this whole course should be developed by means of a systematic course of composition, an outline of which may be given in another paper.

STRAWS.

FLOWERS OUT OF DOORS.

BY E. R. CUTTER.

A CYPRESS POLE

Is one of the handsomest ornaments ever seen in the country, but it is rather a rarity, because so few persons know how to make one or know how to start the seed. But it well repays all labor and expense.

The materials needed are a pole or staff from 8 to 18 feet long, a barrel or hogshhead hoop, a round wheel or truck made of a piece of pine board, from 6 to 12 in. in diameter, three hooks or pegs, plenty of good strong linen twine, one or two balls, and some shingle-nails.

The pole, hoop and truck must correspond in dimensions: as, for instance, if you use a short staff, you must use a small hoop and truck, etc.

Select a good fertile spot, not exposed to the wind or shaded by trees or buildings, manure well, dig deep, rake fine and smooth, lay your hoop on the bed and mark a furrow just outside of it for your seed, which should have been soaked six or eight hours in warm water. Sow and cover about an inch deep, perhaps a little less.

Two or three weeks after sowing, or when the vines begin to grow, set your pole, which is prepared as follows. The pole, which should be from one to two inches in diameter at the large end, according to length, should be tapered down to one half the size at the small end, and the truck fitted firmly on it, from 15 in. to 4 ft. from the top. Now drive from fifteen to twenty-five shingle-nails, at equal distance from each other, into the edge of the truck, to fasten the strings upon; drive

a nail into the top of the pole; begin and string the top first, by fastening the twine to one of the nails in the truck, then pass to the nail in the top, then down to the next nail, giving the twine a turn around every nail as you proceed. Now cut off as many lines twice as long as from the truck to the foot of the pole as you have nails in the truck, then fasten them in the centre upon the nails, taking care not to get them snarled or tangled, which may be prevented by driving a nail into the pole near the bottom and giving the lines a turn around it as you fasten them to the nails in the truck, draw them taut, so as to keep each line separate.

The best pegs are made from a piece of board, with a notch cut in it to allow the hoop to rise and fall as the lines shrink or stretch. Place the hoop in position inside of the plants, and fasten with the pegs driven with their backs inward; leave the hoop a few inches above the ground, resting on the lower shoulder of the pegs; now fasten the lines at equal distance apart to the hoop, being careful not to raise the hoop by drawing the lines too tight, as this allowance must be made for contraction from dampness. Train the little vines as they appear, water and cultivate as you would any other vine, and you will have something to show your friends in a few weeks.

ROCKWORK.

As many school-houses are placed in an inclosure, it gives a fine chance for flowers around the house and yard; and as every teacher is supposed to know how to arrange and sow the flower-beds, we will pass them by, and speak of another embellishment, rockwork. Gather stones ranging in size from a pint mug, or a piece of chalk, to a bushel basket, and lay some of the largest around in a circle, from three to six feet in diameter, according to the size and number of stones at hand; then fill up even with good soil; then lay on another row of the largest stones left, filling up as before, taking care to break joints and to draw in as you proceed, so as to have the pile come to a point, which may be made of one large conical-shaped stone. It may be as well to put in some sods, with the grass side down, among the stones, to prevent the dirt from washing out.

On the rockwork you can plant Nasturtium, Morning Glory, Portulaca, Petunia, and if you have a Lantana, Heliotrope, Verbena or Madeira vine, it will be all the better. Be careful to water copiously and keep the weeds out, and you will have plenty of flowers.

MY LITTLE FOLKS AND I.—CONTINUED.

BY MISS EDITH T. JOHNSON.

WE have made some considerable progress since you saw us, for we have now mastered quite a goodly number of words. The new word we have just learned is play, so I print under it on the board lay, may, hay, day, ray, say, pay, fay, pray, tray and stray, which the children, with a little care, rapidly and delightedly conquer. Then we make three kinds of sentences with the word play in each: a telling, an asking and a commanding sentence. When we have made a sufficient number of them, I say, but "Belle and Luly have what with us and gone home?" They soon say played. I print played on the board, and we observe what two letters are added to play to make played. Then I print pray, prayed; stray, strayed. In a similar way I teach them the words playing, staying, straying, haying, maying, etc. When the simple or root-word is mastered, they are now ready for most, if not all, words ending in ed or ing. Another of our words to-day is march. Being the name of one of our favorite amusements, they are attracted to it. Of course, they readily respond marched, marching, as I place these words before their watchful eyes. I draw my crayon through the m and say What have we left? and thus learn arch, arched, arching. Then I add l and get larch, and st and get starch, starched, starching. We take the word mother, and crossing out the m have other, and adding s get smother. So we treat various other words, till the children of themselves master new words from their likeness to the ones already conquered.

To-morrow morning, I tell them, if they say their words promptly and prettily, they will hear some little folks chattering to each other. (In the mean time let me tell you that we have the given names of all the little folks on the board, and that the children know them.) The day has come and we are all ready for our school fun. I point rapidly to the following words, which I printed on the board last evening. Luly, tell Belle to play. Belle, tell Luly to read. Lyn, throw the ball. Maggie, catch it. Run, quick, Lizzie. Be spry, Nellie. Annie, don't cry. What's the matter? Are you hurt? I'm so sorry. What a pretty, straight class! Softly—one—two—seats. They think it very nice to send themselves to their seats, and consequently go with light feet and happy faces.

By beginning our reading in this way, they are too much interested

to utter the words in a dull, monotonous tone, as we did when we read "I go up." "You go up." "We go up." "They go up."

After practicing thoroughly the reading of all kinds of childish sentences, we, for the first time, have books. (Again I must leave my class and tell you that, in their Oral Arithmetic work, they have learned to read Arabic numbers as high as one hundred, and Roman as high as twenty, and are still at work in both.)

My pupils are now standing erect in a pretty, straight or curved line before me, with their books by their sides or behind them, according to the directions I have thought best to give them. At *one* the books are brought in front, at *two* opened. We look at the number of the page and lesson, then give both in concert. (The word Lesson has been one of the board-words.) We then talk a few moments about the pictures and proceed to the reading. We find at the first book-exercise, the books having been prepared with special reference to the charts, that we can read quite a number of pages and lessons. The children are delighted to find themselves reading a book without any trouble, and are only too sorry to have reading-time end.

I aim always to have every word or sentence uttered as if we were really talking, not reading. In order to do this, I make my pupils, as much as possible, take the place of the person who really said the words.

Concert work I find very valuable. I talk the sentences (if I say them as I ought), and my little folks imitate me. Some times I vary the concert work by dividing my class into groups of twos, threes, fours, or fives, making them as nearly equally good as possible, then see which group can read with the most natural expression. Because concert work helps us greatly to get right expression and vigorous life, we must be sure *not to neglect thorough separate drill each and every day*. It is that that makes the perfect reader.

I find it a pleasant and a useful variation to teach my Second, Third and Fourth Reader classes a pretty poem, or a short, spicely prose article, once in two weeks or once a month, according to the length of the article and the readiness with which my pupils appreciate the sentiment and commit to memory.

To sum up in a few words the elements of a good reading-class, I should say, it must be full of vigorous life and capable of expressing every thought in such a way that we entirely lose sight of the reader and think of the person the reader represents; or, in other words, the reading should be natural talk.

I have not touched upon the subject of phonics, because, though intimately allied to good reading, I think it should, if possible, be a separate
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arate exercise. We must not attempt too many things at a time: if we do, we are liable to fail in all. I favor the devoting of a reading-exercise to reading and a phonic exercise to phonics.

ELEMENTARY GEOGRAPHY[†].—II.

BY PROF. E. C. HEWETT.

As I have already said, the teaching of Geography proper should be preceded by some preparatory work. This work should be in the training of the perceptive faculties chiefly, as these are first developed in the child's mind.

Direction is one of the first things to be learned. Let the teacher determine for himself a north and south line, at some convenient place in the neighborhood of the school-house. For this purpose, he should go out in a clear evening; and, taking his position at some convenient point, observe some object,—tree, house or post,—directly under the North Star. Of course, the line from his place of standing to the object observed is essentially a north and south line.

Now let him take out his little class, the next day, and explain to them the line that he has thus determined. Let each little pupil stand in his place of observation, and look at the object he has fixed upon; explain to him that he is looking directly *north*. When all have fixed this direction thoroughly, then teach them to find the point of the horizon exactly opposite the one they have already noticed, and teach them that this point is *south*. Let the whole class now face to the north, then to the south,—let them point out objects to the north, or to the south, of other given objects,—let them place themselves, one to the north or to the south from another, as you may direct. Continue such exercises for some time, until these directions are very familiar. Let them observe which walls of the school-house extend in a north and south line. Do the same thing for the fences or boundaries of the school-house yard. Then let them name such roads or streets in the vicinity as extend in the same direction. When this matter is thoroughly mastered by the little learners, then let them once more stand facing to the north; they will then notice that their backs are toward the south. Next, let them find the points of the horizon, on each hand, which are half way between north and south. Then teach them that the point on the right hand is *east*, and the one on the left hand is *west*. Now, let these direc-

tions be fixed by exercises exactly similar to those for north and south.

All this work may be done, and should be done, out of doors; and certainly no physical injury will be done to the children by the exercise they will take, or by the fresh air they will breathe, while they are about the work.

Next, teach them the half-way points; and then give them the names *Northeast, Southeast, Northwest, and Southwest*. The work may now be taken into the school-house, there to be followed by a multitude of exercises on the direction of alleys, the walls of the room, and of the seats one from another, or of the several seats from the stove, the teacher's desk, or other articles of furniture. Let these be followed by exercises in walking in a given direction, and by exercises pertaining to directions in the neighborhood. For instance, ask "Which way is Mary's house from the school-house?" "Which way is John's house from Charles's?" "Which way does Thomas first walk when he leaves his home for the school-house? Which way after he has turned the first corner? After he has turned the second corner?" etc., etc.

All this may be followed by exercises in *bounding* the school-house grounds, a neighboring field, a square in the town, the desks in the school-room, etc. In all cases, have the boundaries *fully given*, and always *in order*—*i.e.*, from north, by east and south, to west. These exercises are very simple. Are they *too* simple? Who'll try them, and report on the result?

Normal, May, 23, 1870.

METHODS OF TEACHING READING.

BY F. H. HALL.

IN the June number of the *Teacher* there appeared two articles which seemed to favor the Phonic Method of teaching reading. Each of the writers, we are told, is the author of a primary reader. On the 197th page of the same number may be found an article written by a practical teacher, from which we infer that *her* decided preference is the Word Method.

Now, after having had a few years' experience with the latter method and an opportunity to observe the results of the former, we think the choice between the two a question of vital importance. We wish, therefore, to give our testimony, and hope others who have had experience with one or both methods may be induced to do likewise.

The fact that in several schools in our state the Phonic (Sheldon) Method has been thoroughly tried, and at length has given place to the Word Method, is not to be overlooked. Neither is it unworthy of notice that the latter is the method employed in many of our best schools, including one which has been styled by high authority 'A Model School'.

Let us briefly examine one or two of the statements made by an advocate of the Phonic Method. We find on the 200th page of the Teacher the following: "*The sound of e in egg occurs hundred of times oftener than e in be.*" In order to test this, take, if you please, the first half of the 201st page of the Teacher. In reading this the sound of e as in *egg* occurs twenty-eight (28) times, while the sound of e as in *be* will be heard twenty-nine (29) times! But perhaps the author meant to say that e *when not used in connection with another vowel* has its short sound a hundred times oftener than it has its long sound. With this view of the matter, upon examining the same half-page, we find that ē occurs 24 times and ē 17 times. It is possible (though not probable) that the writer regards the sound represented by Prof. Metcalf by tilde e the same as e in *egg*. Were this true, we should find represented on the half-page mentioned the sound of e in *egg* 51 times and that of e in *be* 29 times; or, the sound of e in *egg* occurs nearly *twice* as often as the sound of e in *be*.

But neither of these is a just comparison to determine the usefulness of the rule. The number of cases coming under the rule should be compared with *all* the exceptions, and not with a *single class* of them. Now upon the first half of the 201st page the letter e occurs 134 times. In only 24 of these cases does e *alone* stand for its short sound. The 110 exceptions to this rule are as follows:

e =	ē	17 times.	ea =	ā	once.
e =	e in term,*	23 "	ea =	e in term,*	twice.
e =	ī	2 "	ee =	ī	3 times.
e =	ā	once.	ee =	ē	2 "a
e =	ā	"	ie =	ē	once.
e silent,		38 times.	ei =	ā	twice.
ea =	ē	10 "	eau =	ū	once.
ea =	ē	once.			

Immediately after the quotation we have made from the article referred to, the writer says "*and so of all the other vowels.*" We do not doubt the correctness of this statement, and therefore will not take the trouble to count the i's, a's, o's and u's, upon the half-page mentioned.

* The printer has not the character to represent this sound of e.

The author probably has verified it, and undoubtedly is correct when she affirms that what is true of *e* is true of the other vowels.

We shall go back to the school-room better satisfied than ever with the method indicated in the preface of Edwards and Webb's First Reader and employed by many of the best teachers in this and other states; namely, the Word Method.

TWO WAYS OF DOING SCHOOL-WORK.—IV.

BY E. L. WELLS.

MISS GOODSENSE has learned by experience that very much is to be gained in school-work by having the school-room attractive to the pupils. Many annoyances of inexperienced teachers are unknown to her. With her, "an ounce of prevention is worth more than a pound of cure." Tardiness is almost unknown. Her pupils do not annoy her with troublesome disputes. They are obedient and respectful, without oft-repeated lectures on good morals and good manners. She teaches much by example, and a good culture is given her pupils that can not be valued in dollars and cents. Certain institutions of learning seem to give their students peculiar traits of character. One well acquainted with the Illinois State Normal University, and Mount Holyoke Seminary, and some other institutions, can often recognize their respective students by their peculiarities of culture.

Some of the ways and means taken by Miss G. in making her school-room a loved resort for her pupils are here given. Of course, these are adopted as required by the circumstances of summer or winter, of house well or not well furnished, etc., etc.

A few hooks or headed nails are obtained by her, and one of the directors, by request, fastens them in the walls of the room. The pupils are asked to speak to their parents about pictures for the room. If each family, that can, will furnish a picture to remain in the school-room until the close of the term, it will then be returned. In this way a supply of good pictures is obtained, some of which are used for object lessons during the term; and some children there are, who have no such pleasures at home, that are thus made happier and better.

Is it strange that some children most apt to be tardy will be aided in punctuality when the school-room is made more pleasant than their homes?

Some times engravings are cut from magazines, and, with colored paper for bordering, are tacked to such places of the walls as will not be injured. In her earlier teaching days, Miss G. some times furnished her room with wall-maps cut from an old atlas, but she has since learned that she can easily get any board of directors to purchase for their school, if she teaches it, a good set of wall-maps.

If there is blackboard room sufficient, she and her pupils draw some nice pictures and mottoes thereon, to remain a while. Some times mottoes are painted on the walls, or are cut from colored paper, or are made on card-board and fastened to the same.

In the line of school-room plants and flowers Miss G. some times excels. In one of the houses there was room for a table, which she had covered and surrounded with plants and flowers, interspersed with rock specimens and mosses. In the centre was a small fountain jet of water, and a basin containing some gold-fish. I was surprised to learn that the tin fountain, on Hiero's plan, and concealed mostly below the table, only cost a dollar, the fish another dollar, and the plant-jars another. The plants, rocks and mosses were collected in the neighborhood, and the table was of rough boards, the result of a few minutes work. Don't you believe that simple and beautiful arrangement will tell for good in the life and eternity of those pupils?

The late articles in the Teacher, by B. R. Cutter, on 'Care of Plants in School-Room', should be read by all our teachers.

Some times hanging baskets made of cocoanut shells, or basins, or old dippers *minus* handles, or wire baskets lined with moss, sustain beautiful vine-plants. Again, festoons of oak leaves, or evergreens, are found in appropriate places of the room. Once a beautiful cone of leaves and flowers was upon the stove. I found, upon examination, upon the stove a large plate. In it was a tall glass preserve-dish, somewhat broken, and in this was a glass drinking-goblet. Each of these three contained water, and the leaves and flowers, most tastefully arranged, were preserved a long time. Some times neat, cone-shaped, paper baskets, with paper trimmings, are fastened to the walls, and contain dried grasses and everlasting flowers. Strings of bright red berries are hung tastefully in selected places.

But enough of this. The contrast of this method of making school-rooms neat and attractive can be found all over our state, and needs not to be dwelt upon by me.

[To be continued.]

OBJECT TEACHING.

BY ELIZABETH P. PEABODY.

THE object teaching of the Kindergarten differs from the Pestalozzian in principle. Froebel went to Yverdun in the course of his self-education, carrying with him all his pupils from Keilhau; but became dissatisfied with Pestalozzi's methods, which he did not find sufficiently *organic*. The great object with Froebel was to so give knowledge that that it would give the mind power of governing its thoughts.

Children necessarily get impressions (whether we educate them or not) of outward things, but, getting them at random, they confuse and disorder the reasoning power, rather than educate it; and a child's fancy is a subtle, spontaneous exercise of *the will*, which combines these impressions in a quite bewildering way, until a perception of natural objects *in their order and connection* with one another gives the standard of truth and beauty. The first objects which Froebel proposes to children for examination and analysis are, therefore, things that they have themselves made, according to directions involving fundamental laws of organization.

When a child knows himself to be the maker of any thing in the kindergarten, he knows the motive which caused him to make it (for Froebel always would have children, before they begin to make any thing, determine its destination to some person, who is to be gratified or honored by it); moreover, the child knows that he has had to observe certain conditions, and apply certain laws, in order to bring about the result. Thus he has a thorough knowledge of the thing, and, on being properly questioned, can give an exhaustive account of it, as a work of *human art*. By frequent repetition of these analyses of things that he has himself made, he learns *what it is to analyze*, describe, and know a thing scientifically. The first examination he makes of his materials respects only their form, which is to be modified by his action upon it. But by-and-by these materials become the subject of scientific object lessons. Each is a work of nature, and not his work; and he is prepared to intelligently examine it. He knows that there is no form which he makes that has not *laws of being*, and *conditions of being*, which become his own immaterial thoughts, acted out by his own personality, and he naturally seek to know, in the case of this natural object, what were the conditions and the laws by which it became what it is. Thus is opened upon him the whole domain of science; and he has

a method of analysis as a habit of his mind, and in his own developed consciousness of immaterial power a clue to the Divine Personality, whose providence and thoughts are laws of nature, the conditions of its life.

The plan of object teaching which is becoming prevalent in our schools is the Pestalozzian, which dissipates and scatters the mind, because the objects given for examination are not given in any natural order and connection. It is certainly better than to teach mere words. It is better to let children see, touch, smell, taste and listen to *things themselves* than to learn their description in words which are counters. But, as Miss Youmans says in presenting her 'First Lessons in Botany', to take the place of this desultory object teaching, "a lesson one day on a bone, the next on a piece of lead, and the next on a flower, may be excellent for imparting information, but the lack of relation among these objects unfits them for developing connected and dependent thought." "It" [this practice of object teaching] "has proved incoherent, desultory, and totally insufficient as a training of the observing powers." And, by the way, the 'Essay on the Educational Claims of Botany' with which this book closes is one of the best arguments I have ever seen (outside of the Froebel literature) for the *kindergarten* object lessons. Every teacher and superintendent of education ought to read and inwardly digest this essay, which speaks of, 1st, How the body grows; 2d, How the mind grows; 3d, The extent of early mental growth; 4th, Nature's educational method; 5th, Deficiency of existing school methods; 6th, What is most needed; 7th, The advantages offered by Botany (as a study to be as universal in schools as Arithmetic and Geography, if not even before Geography); 8th, Defects of common botanical study; 9th, Henslow's method. I am often asked "After the kindergarten what?" and I can now say, Reading, Writing, and Henslow's method of studying Botany; accompanied by what has already been well begun in the kindergarten, *i.e.*, Arithmetic and Drawing. Geography, Grammar, and Geometry, should come still later,—the first leading the mind from home, the two last into abstraction,—but not before it has learned what it is to be at home with itself, and with the concrete.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
Springfield, July, 1870.

THE SCHOOL LAW.—IMPORTANT JUDICIAL DECISIONS.

It is well known to all who have long been in correspondence with this office, and especially to those who are familiar with the 'Common-School Decisions', that I have always firmly held and maintained the following opinions upon certain sections and provisions of the school-law, and have uniformly advised and instructed school-officers and all others concerned in accordance therewith, viz:

1. That under the 36th section of the act, as amended Feb. 16, 1865, county superintendents of schools may lawfully withhold from any township its proportion of the public school-fund, if the trustees fail to report to him, or cause to be reported, the condition of common schools in said township, in the manner and at the time required by law; unless the forfeiture so incurred is duly remitted, for good cause shown, as provided in said section of said act;

2. That county superintendents of schools are empowered, and it is their duty, under Sec. 15 of the act aforesaid, to withhold the school-fund from any township whose treasurer has not filed an acceptable bond, and to refuse to pay any money to such treasurer until such bond is filed;

3. That Sec. 67 of the act aforesaid peremptorily requires, as an essential condition of their legality, that all orders drawn by boards of directors on the treasurer shall show, on their face, *for what purpose* they were drawn; and that township treasurers may properly refuse, and should refuse, to pay, honor or recognize, any and all orders in which this essential requirement is omitted;

4. That an order thus vitally defective and illegal can not be made obligatory and good by the recognition of any subsequent board of directors or by the act of any other school-officer—that the acts of any persons constituting a board of directors for the time being are binding upon their successors in office *only when*, or to the extent that, such acts, *as originally done*, were *according to law*;

5. That it is not within the contemplation of the statute in the case that any director should sign an order on the treasurer *by proxy*, or by the hand of another person, such a course being liable to gross abuse,

and endangering the school-fund—and, hence, that a treasurer may properly refuse, and should refuse, to pay any order not signed by a majority of the directors *in person*.

As the correctness of the foregoing opinions has, at various times and places, been doubted, and a different construction of the law has, in some instances, been adopted and acted upon, I have much satisfaction in announcing that each and all of said interpretations of the school-law have been fully and distinctly sustained by the recent decisions of our Supreme Court. I note this fact with satisfaction, because it settles and puts to rest several vexed questions of school policy and practice; and, especially, because the rulings of the court are eminently salutary, and protective of the school-fund, checking a very dangerous tendency to pay out moneys upon illegal or insufficient orders—moneys around which it is the obvious and most praiseworthy intention of the legislature to throw the strongest possible safeguards.

The judicial rulings referred to will be found in the 47th volume Illinois Reports. The first two points arise in the case of “James M. Pace, *et al.*, v. The People of the State of Illinois”, 47 Ill., 321; and the last three, in the cause entitled “Joseph F. Glidden, *et al.*, v. Samuel F. Hopkins”, 47 Ill., 525.

The last-named case originated in the Circuit Court, in an action by Hopkins against the Board of Directors, to recover principal and interest on the following order:

“TREASURER OF TOWNSHIP ———, etc. Pay to S. F. Hopkins, or bearer, the sum of eighty dollars, out of any money belonging to School Dist. No. 7, in said township; interest, ten per cent. per annum, and due two years after date.

“By order of the Board of Directors of said Dist.

“J. V. RANDALL,	} Directors.
“H. THOMPSON,	
“R. T. PHILLIPS,	
“Per RANDALL.”	

The order had been drawn by a *former* board of directors. Defendants resisted, for the reason, 1st, that the order did not show on its face for what purpose it was drawn, or what indebtedness it was to pay; 2d, that it was merely a time obligation, bearing interest, and not for the payment of money on demand; and 3d, that it did not purport to be signed by the directors individually, but by another person on their behalf. All which objections were overruled by the lower court, and judgment was for plaintiff, for the amount of the order, with interest. Whereupon the case was taken to the Supreme Court, by writ of error, and, after a full hearing, a *reversal* of judgment was obtained.

In the course of their opinion, the court say:

"A studied design on the part of the legislature to protect the school-fund, and guard it from all misapplication, is quite apparent. This provision, requiring orders to express on their face for what purpose drawn, must, in the light of this legislation, be regarded as *mandatory*, and the provision itself is so just, and so well calculated to protect the fund, that it can not, and ought not, in any case, to be dispensed with. The order offered in evidence was not an order authorized to be drawn, and consequently, it furnishes no ground of action against the succeeding board of directors. The board of school-directors, though a corporation, are possessed of certain specially-defined powers, and can exercise no others, except such as result, by fair implication, from the powers granted. We do not perceive how a subsequent board can ratify an illegal act of their predecessors. They do not stand in the relation of principal and agent. The acts of each board must stand by themselves, *and be tested by the law.*"

"The additional point is made by the plaintiffs in error, that the order was not issued by the members of the board of directors, but by one only—he acting for the others, with their consent, and by their direction.

"We are not of the opinion that this power over the school-fund, deposited with the board of directors, can be delegated by one to the other, but must be executed in person. *It is a personal trust, and can not be delegated.*"

By these clear, explicit and timely rulings, our Supreme Court have rendered a very valuable public service, for which they will receive the thanks of all the friends of common schools. The path of duty now lies plain and straight before the school-officers of the state, in all of these important particulars, and I can not too earnestly urge them to walk therein, turning not at all, either to the right hand or to the left. Let it be especially noticed, that one director can not legally sign the names of his colleagues to an order on the treasurer—not even with their consent and *by their direction*. Each director must individually and personally sign such order, or it will be worthless.

NEW SCHOOL-HOUSES.—A WORD OF CAUTION.

In no other particular has the progress of Illinois, in the means and appliances of public education, been more marked, during the decade now closing, than in the rapid substitution of good and commodious school-houses for the poor and ill-adapted ones that were generally to be found ten years ago. In fact, the state has been almost revolutionized in this respect. Intelligent travelers passing over our railways remark upon the number of large and substantial school-buildings that form an attractive feature in the landscape, as the cars flit by.

This fact all who believe in the importance and value of free schools contemplate with hopefulness and satisfaction—it is a sure exponent of true advancement in a very important direction. Next to an accomplished professional teacher and an intelligent sympathizing public sentiment, a convenient, spacious, well-arranged and well-furnished school-house is the most essential condition of success; and the fact that we have so many of these excellent buildings may well be referred to with gratulation and pride.

But my object now is not felicitation, but *caution*. In a former official communication, I thought it proper to admonish the friends of common schools to beware of *imprudent costliness and extravagance* in school-buildings and school-architecture. I desire, in all seriousness, to renew and emphasize that admonition. There is a strong tendency, in many quarters, to build imposing and showy school-houses, entirely disproportioned both to the present pecuniary ability and the present educational needs of the district. This tendency is, on every account, to be deprecated, and it should be discouraged and checked by all prudent well-wishers and friends of our school system. It has had much to do with the uneasiness, discontent, and scarcely-disguised opposition to free schools, which have become noticeably and even alarmingly frequent, in some quarters, within the past two years. In some instances, the immediate consequences of a blind persistence in this mistaken policy have been deplorable indeed, alienating the minds and sympathies of those whose support and countenance we can not afford to lose.

The essentials of a good school-house are few and simple, and not necessarily costly: an accessible and healthful location; ample capacity; thorough ventilation; an abundant supply and proper arrangement and distribution of light; suitable and adequate provision for warmth during the cold season; appropriate and well-constructed furniture; such apparatus, maps, globes, and other appliances, as the grade and condition of the school require—these, with ample grounds and appurtenances, are sufficient for the actual needs of nearly every district, and they may all be had, I repeat, at a moderate cost, *provided* the directors and people take a prudent and reasonable view of the matter.

Every school-house, whether large or small, should be, and can be, made pleasant and attractive, both within and without, for a trifling additional outlay. A little architectural skill, and artistic taste, which can be had for the asking, will work wonders with even the cheapest materials. There is no good excuse, and can be none, for an unsightly, barn-like school-building, any where. A slight change of a line or curve, of recess or projection, of light or shade, in the plan and contour of a building, often gives beauty for ugliness, without a dollar's increase of expense; and the carelessness or indifference that sacrifices comeliness so cheaply obtained, to deformity so easily avoided, is always unpardonable.

But for a district of small population, and moderate wealth, to plunge itself into debt from which it can only be extricated by years of harassing and exhaustive taxation, in order to erect a school-house that shall rival or eclipse, in costly embellishments and architectural display, that of

some equally imprudent or more populous and wealthy neighbor, is unwise and reprehensible to the last degree. There are too many of these palatial school-houses, the heavy debts upon which will go down, for many a year, as a bitter and grinding inheritance, to the tax-payers of the future, putting weapons into the hands of the enemies of free schools, which they will use, as they are now doing, with telling effect.

These mistakes should be avoided. Directors should build school-houses with the same judgment and forethought that, as prudent men, they would exercise in the erection of a private dwelling—having due regard to the actual and prospective requirements of the district, to the ability of the tax-payers, the general state of public sentiment, and the demands of good taste. If a large building is, or very soon will be, necessary, build it, but not otherwise. If the people are *able* and *willing* to make it attractive and beautiful, as well as spacious, let it be done; if not, let its cost and style be modified accordingly. It is not possible for most districts to build without debt, but the debt should be as small as possible, with a due regard to the actual needs of the district, and paid at the earliest practicable period. To those about to build I would say, When it is necessary to choose between a house of modest exterior, with all the interior essentials of a well-equipped school-building, on the one hand, and an edifice of imposing aspect, but meagrely furnished, on the other—do not hesitate a moment to adopt the former. Make sure of the *essentials first*, then consult your taste, as far as your means will allow, and a sound expediency will warrant. Keep out of debt if you possibly can; or, if in debt, get out as soon as you can.

By steadily pursuing this course and acting upon these principles, I am sure that the complaints of tax-payers will rapidly diminish, the cause of education will increase in public favor, and the stability of the school-system itself be greatly promoted.

TIME OF EXAMINATION.

The Examination for State Certificates will be on Tuesday and Wednesday, the ninth (9th) and tenth (10th) of August next, at the Normal University. Teachers intending to be present are requested to send in their names and testimonials as soon as practicable.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

TRUANT SYSTEM.—What shall be done for a quite large class of boys in the cities and large towns who are in the habit of playing truant from school, or of loitering about the streets and public places, is a question of serious import. Concerning such it may be taken as true that they have an aversion to the restraint of the school-room, that they have a proclivity to habits of idleness and mischief, if not of vice, that their parents are indifferent about their education or unable to control it, and, also, that, without any sort of justification, they are increasing the amount of ignorance and crime in society, entailing upon it burdens against which it is its duty to protect itself, and depriving it of the benefits which might arise from their education and good habits. Whatever may be said of compulsory education in general, there can hardly be a difference of opinion concerning these. They should not be allowed to become vagrants.

At present our school-system is quite powerless to reach them. There are excellent regulations concerning the attendance of those who are fond of school, or whose attendance is desired by their parents. They do much good. They compel a prescribed course on the part of those who are members, and the parents compel membership. But what of the idlers and runaways? Who compels them? If compulsion is good for the mass, why not for them? Is it expected that moral suasion on the part of the teacher is going to do for them what it, aided by the influence of the parent, and the compulsory power at school and at home, is only able to do for those who attend?

It seems quite evident that our school-system should be supplemented by some such power of compulsion for that class of boys and girls who are, educationally speaking, orphans. Moral suasion is excellent, but a power is needed in reserve to give force to it. The system of truant-officers has been adopted in several of the cities of the country, with very gratifying results. We have before us the past year's report of the truant-school of Worcester, Massachusetts, a city of 40,000 inhabitants. The average number of pupils belonging in school for the year was 6,320. The truant-officer has attended to 2,230 cases of absence from unknown causes. Of these, 1,260 were returned to their schools. 130 obstinate truants have been assigned to the public schools. Of these, 29 were taken before the municipal courts, and 17 convicted and sent to the truant-school for six months or a year each. The committee say in their report, "But the utility of this institution is by no means confined to them. The great majority of our boys, who incline to truancy, have a wholesome respect for 'the farm', and when once brought to school by the officers, and reminded that the first step thither has been taken, they are far more punctual at school than if no such school awaited them. Only a small portion of those thus brought to the schools persist in their truancy till they become inmates of this."

It is a grave question whether the friends of education in this state should not take steps to secure legislation authorizing the adoption of a truant-system in our cities and larger towns.

INSANITY FROM PUNISHMENT.—The Galesburg Free Press is entitled to the credit of the following, which has been traveling the rounds of the press of the state.

Cruelty.—We hear, from a source which can not be doubted, that a certain school-teacher in this city was, quite recently, guilty of a most inhuman act of cruelty. It seems that one of her pupils, a little boy about eight years of age, had committed some petty misdemeanor, and, after whipping him quite severely, she furthered his punishment in the following manner. She obliged him to stoop over in such a manner that his head should hang down and his back should be completely bent, allowing him no support whatever except the fore-finger of the left hand, which she suffered him to rest upon the floor. In this terribly torturesome posture she forced him to remain for *half an hour*, and when that time had passed, the victim to her singular cruelty was insane. Incredible as it may seem, nothing as yet has been done to legally investigate the case. We trust that the proper authorities will look into the matter, and either justify the woman or prosecute her rigorously for this act of cruelty.

Upon hearing of such outrageous barbarism within his own jurisdiction, Superintendent Roberts at once proceeded to ferret out the truth of the matter. After tracing the report back through nine different persons, whose names he indicates in a communication to the Free Press, he at length reached the boy's father, from whom he learned that the lad had, for extremely offensive and persistent acts of insubordination, been required to stand five minutes on the floor with his finger resting upon a certain spot upon the platform. This punishment was inflicted twice, and no blow of any kind was administered either before or afterward. The boy had been in school daily for five weeks immediately following the event. The father was amused at the idea of insanity, and objected to the punishment only on account of its degrading and ridiculous character. The Superintendent closes his communication as follows: "Can it be, Mr. Editor, that these are the times seen by the Prophet Jeremiah, in a vision, when he said: '*For I heard the defaming of many; fear on every side. Report, say they, and we will report it.*'?"

In an explanatory note in a subsequent issue, the Free Press has the following: "The story of the teacher's conduct reached the ears of one of the reporters some time since, but he preferred to investigate the matter somewhat before presenting it to the public. He did so, and was satisfied, as he now is, that the story is without the best foundation. So far as sensational, the Free Press defies any attempt to prove any intentional untruthfulness of any statement it may make."

In the light of the above, we infer that there was no intentional untruthfulness on the part of the nine through whose lips the story passed, and that there was an intentional *mis*-truthfulness on the part of the reporter.

PROCEEDINGS OF STATE TEACHERS' ASSOCIATION.—The volume containing the transactions of the Sixteenth Annual Session of the Association, held at Ottawa, is before us. It contains 109 pages, of Teacher size, and is issued in the neat and accurate typography which characterizes the work of our friend Nason. Looking inside, we find, in addition to the Secretary's minutes and list of members, the Address of President Howland, of the Chicago High School; *A Course of Study for Primary Schools*, by S. H. White, of Peoria Normal School; an essay on *Philosophy of Primary Teaching*, by Miss A. G. Paddock, of Cook County Normal School; a sketch for an *Object Lesson*, by Miss R. A. Wallace, of Aurora; *An Intermediate Course of Study*, by J. H. Blodgett, of Rockford High School; an *Exercise on Primary Geography and use of Globes*, by Prof. E. C. Hewett, of Normal University; an essay entitled *To what extent should a pupil have a Choice of Studies in the High School?* by Superintendent J. B. Roberts, of Galesburg;

The Uses and Abuses of the Record System, by H. L. Boltwood, of Princeton High School; *Compensation of Lady Teachers*, by Eliza J. Read, of Aurora High School; *The Classics in our Schools*, by President J. P. Gulliver, of Knox College; *The Education needed by the American People*, by President R. Edwards, of Normal University; the report on *Three Hours' School a day for Primary Pupils*; and the paper of Hon. N. Bateman on *Amendments to the School-Law*. We have been careful to state in full the table of contents, that our readers may have opportunity to know of the value of the volume. The preservation of the proceedings of the Association in a form accessible to the teachers of the state is a movement which should be encouraged. It will be a means by which its influence will be extended to others than those present at its meetings, and will elevate the Association to a position before the public commensurate with the important rank it holds among similar bodies throughout the country.

The price has been fixed by the Committee at the moderate sum of seventy-five cents. There are still several copies of the report of last year on hand. This report, besides full copies of the journal and addresses, contains sketches of eight of the ex-Presidents, several of them accompanied by portraits. What teacher in Illinois doesn't want a portrait of Hovey, and Wells, and Edwards? The price of the old report is one dollar per copy. A copy of each report will be sent to one address for \$1.50, payment in advance. Address E. W. Coy, Peoria, Illinois.

NATIONAL ASSOCIATION.—The following railroad arrangements for the meetings at Cleveland are announced.

Free return tickets will be given by the officers of the National Teachers' Association at Cleveland to persons going to the convention over the following roads: The Evansville and Crawfordsville; the Cleveland, Columbus, Cincinnati and Indianapolis; the Cleveland, Mt. Vernon and Delaware; the Indianapolis, Peru and Chicago; the Hannibal and St. Joseph. *Round-Trip Excursion Tickets* can be had at from one-half to two-thirds usual fare on several lines, namely: Pittsburg, Ft. Wayne and Chicago (about two-thirds fare); Cleveland and Pittsburg, (about two-thirds); Milwaukee and St. Paul (one-half); Chicago, Rock Island and Pacific (one-half); St. Louis and New Orleans Packet Company (one-half). Any person wishing to purchase an excursion ticket on these lines must write beforehand to A. J. Rickoff, Superintendent of Schools in Cleveland, for an order certifying that that person purposes to attend the convention in Cleveland, and is therefore entitled to purchase a ticket at the reduced rate.

The following rates of fare will be charged by the hotels in Cleveland. Kenard House, \$3.00 per day; Weddell House, \$2.50; and the Cleveland, American and Russell Houses, \$2.00 each. Rates at private boarding-houses will be from \$1.00 to \$1.50 per day.

SOUTHERN-ILLINOIS TEACHERS' ASSOCIATION.—The Second Annual Meeting of the Southern-Illinois State Teachers' Association will convene in Anna, Union Co., on Tuesday, August 30th, and continue three days. The last meeting was held in Mattoon, the extreme north of the territory; hence the next meeting will be in the south. The most ample accommodations will be made for gratuitous entertainment to all who will accept it, by the citizens of Anna and Jonesboro. A large and interesting Programme of Exercises is being prepared, of which a complete list, in order, will appear in the Teacher for August.

Addresses will be delivered by Pres't E. A. Gastman, Dr. Geo. Vasey, Maj. J. W. Powell, Dr. E. O. Haven, Dr. Newton Bateman, Dr. J. M. Gregory, Dr. R. Edwards, W. A. Jones, Pres't Ind. Normal School; reports or papers by S. M. Etter, Clark Braden, F. O. Blair, W. T. Jackson, B. W. Baker, Mr. Carter, Mr. Newcomb; periodical, by the ladies of the Public Schools of Decatur, also by the ladies of the Cairo Public Schools. Several very important practical questions will be discussed, besides the subject-matter of the addresses and papers presented.

It is confidently believed that the exercises will equal any other educational convention ever held in the state, and teachers and friends of education are expected to attend largely, from Southern Illinois.

J. HURTY,
J. G. MORGAN, } Executive Committee.
W. C. GRIFFITH, }

STATE INSTITUTE.—*Editor Teacher*: Will you have the kindness to insert in your columns the following announcement of the next meeting of the Illinois State Teachers' Institute?

The session will commence on the 8th day of August, 1870, and will continue two weeks. The last hour of the morning session, and, on alternate days, the last hour of the afternoon session, will be at the disposal of the Institute. The regular instruction is to be in the following branches, taught by the instructors mentioned.

Reading,	Prof. Cook.	Botany,	Dr. Sewall.
Arithmetic,	Prof. Metcalf and Cook.	Etymology,	Prof. Pillsbury.
Geography,	Prof. Hewett and McCormick.	Gymnastics,	Prof. Cook.
History,	Prof. Hewett.	Elementary Instruction,	Miss Kingsley.
Phonics,	Prof. Metcalf and Cook.	Elementary Chemistry,	Dr. Sewall.
English Grammar,		Natural Science,	Prof. Blodgett.
	Prof. Stetson and Boltwood.	Writing,	
	School Management,	Prof. Hewett.	

Messrs. Hewett, Stetson and Cook have been appointed by the Faculty a Committee to prepare the programme for each day, and the result of their deliberations will be published in time for the Institute. During a portion of each day, the Institute will meet in divisions corresponding to the grades of a school. Board in the village of Normal will cost from \$3.50 to \$4.00 per week.

R. EDWARDS, Pres. St. Tea. Inst.

BUREAU OF EDUCATION.—A glance at the work which this department is doing, in answer to demands from the public, shows the necessity of its establishment. During the month of May, 1,418 educational documents were received—some from every state save Oregon, and some from foreign countries. 1,343 documents were sent out, some going to every state in the Union, but the southern states being the principal recipients. The demand for documents is altogether beyond the supply. Besides the regular work of the office, 389 letters were dispatched, some of them embodying the results of much special labor.

AMERICAN PHILOLOGICAL ASSOCIATION.—The second annual meeting of this body will be held in Rochester, N. Y., commencing on the 26th of the current month. Persons intending to present papers are requested to send a copy of the same to the Secretary of the Association, Prof. G. F. Comfort, Franklin Square, New York City, before the 15th inst. From the printed report of proceedings we gather that at the meeting last year papers were read by many of the leading philologists of the country, chiefly upon the Greek, Latin, English and North-Ameri-

can languages. Prof. J. R. Boise, of Chicago University, is the member of the Executive Committee from this state.

LOCAL NEWS AND PERSONAL ITEMS.—As this is the time when there will be changes of position among teachers, we will be obliged to our friends if they will inform us of any news of the kind occurring in their vicinities. It is our aim to present in the Teacher a record of current educational events of general interest. This can be done only through the aid of others.

Prof. Beal.—The suggestive articles in the Teacher by Prof. Beal have been highly commended, and have been copied into other journals. They are valuable for their information, and illustrate the true method of the study of his subjects. Though not long in the West, the professor finds his services in great demand. During the year he has delivered, in various institutions in and around Chicago, over two hundred lectures on Botany, Zoölogy, and Geology. He purposes, hereafter, if desired, to extend his labors to places outside the city.

A. J. Anderson, formerly a prominent teacher in this state, is in charge of the Academic Department of Pacific University, at Forest Grove, Oregon. The Daily Oregonian compliments him as being one of the most competent instructors in the state.

Olcott.—We learn that Prof. J. M. Olcott, of Terre Haute, Indiana, has been elected Superintendent of Schools in Jacksonville. This gentleman has long been prominent among the educational men of Indiana, and will receive a hearty welcome from the workers of our own state.

Eliakim Littell had, at the time of his death, been in the publishing business over fifty years. After having been interested in various publications, he commenced the Living Age in 1844, with which he was connected till his decease in May last. Perhaps no man has done more to cultivate a taste for a high order of literature among Americans than Mr. Littell.

DEPARTMENT OF PUBLIC INSTRUCTION OF ILLINOIS.—It appears from the Auditor's report that the total expenses of the Department of Public Instruction of this state for the last nine years were \$53,200.07, or an average of \$5,911.00 per annum. This includes salary, clerk-hire, traveling expenses, printing, stationery, postage, books, furniture and repairs of office, and all other expenses of the department, of every description. The total cost of the same department of the other leading states during the same period, as appears from the latest official reports and estimates, is as follows: New York, \$407,565; Pennsylvania, \$132,075; Ohio, \$118,800; Michigan, \$112,240; Massachusetts, \$72,000; Indiana, \$64,800; Wisconsin, \$65,682; Connecticut, \$54,000; California (report of 1867), \$4,845. A comparison of other figures shows that the whole cost of the state supervision of schools in the great State of Illinois, for the past nine years, has been immeasurably less than in any other state, and that the affairs of the department, the business of which has become immense, have been managed with very marked economy.

Iowa School Journal.

BUSINESS FOR VACATION.—Mr. W. H. V. Raymond offers teachers occupation during the vacation months, or permanently. Publishers having withdrawn the favorite employment of teachers during vacation, those who seek rest through a change of work will do well to read the advertisement of the DeSoto Life Ins. Co.

EDUCATIONAL NEWS.
ILLINOIS.

NOTES FROM CHICAGO.—At a meeting of the Board of Education held June 7th, the following rules were adopted:

1. For each school there shall be one Principal.
2. For each District School numbering more than 600 pupils in average number belonging, a male Principal shall be elected; and for each District School numbering less than 600 pupils in average number belonging, a male Principal or a female Principal may be elected.
- For each Primary School a female Principal shall be elected.
3. For each District School (except the Holstein School) there shall be elected one Head Assistant.
4. For the Grammar Department of each of the District Schools there shall be appointed one teacher for each forty-eight pupils, and one for any fraction over, of more than one-half of forty-eight, the Head Assistant to be counted as a teacher.
5. For Primary Department of the District Schools, and for the Independent Primary Schools (except the Blue-Island Avenue School), there shall be appointed one teacher for every sixty pupils, and every fraction over, of more than one-half of sixty.
6. In cases of District Schools having more than 1,000 pupils, and where the necessities of the school, through lack of accommodations, require the placing of pupils of more than one grade in the first division of any one of the District Schools, an extra teacher may be allowed such school, provided the number of pupils necessarily placed in the first division shall exceed forty-eight.
7. At the organization of the schools for the year, the basis upon which the appointments above provided for shall be made shall be the average number belonging to the school during the year next preceding, and thereafter the average number belonging for the month immediately preceding the appointment shall be made the basis.

The Superintendent presented the summary of the attendance for May, showing a total enrollment of 28,709; average number belonging, 25,876.6; average daily attendance, 24,938.5; per cent. of attendance, 96.4; number of tardinesses, 4,501. The following schedule of salaries for the coming year was also reported and adopted: Superintendent of Schools, \$4,000; Assistant to the Superintendent, \$2,500; Building and Supply Agent, \$2,200; Clerk of the Board of Education, \$2,000; Assistant Clerk of the Board of Education, \$1,000; School Agent, \$1,000; Principal of the High School, \$2,500; Principal of the Normal Department, \$2,200; Training Teacher, Normal Department, \$1,200; Female Assistants, High School, \$1,000; Principals of the District Schools and Male Assistants in the High School — first year, \$1,800, second year, \$1,900, third year and thereafter, \$2,000; Music Teachers, \$2,000; Female Principals of District Schools, \$900; Head Assistants, \$1,000; Teachers in the Grammar and Primary Departments — the first 14 weeks, at the rate of \$450, the first year thereafter, \$550, the first year thereafter, \$650, the third year thereafter, \$700, the fourth year and thereafter, \$800. It will be seen that the salary of male principals has been lowered \$200.00, some members being fearful lest some one might save a hundred dollars or so, while others — *mirabile dictu* — thought they were voting for the same schedule as last year. The action may be reversed at a future meeting. . . . An examination of Sixth Grade was conducted by the principals of the several schools last Friday, upon questions proposed for the occasion by the Superintendent. The subjects for examination were Arithmetic, Mental Arithmetic, Spelling, and Oral, with Miscellaneous, involving Capi-

CHICAGO SIXTH-GRADE EXAMINATION.—For the first time in the history of the Chicago Schools, written examinations have been held in the Sixth Grade. We append a list of the questions used.

Arithmetic.—Time, one hour.—

1. Add the following five numbers: Twenty thousand two hundred; Four hundred sixteen thousand fifty-four; Nine thousand seven hundred eighty-nine; Forty-eight thousand six hundred twelve; One hundred one thousand nine hundred nine.
2. Add the following six numbers: 205818; 31719; 84600; 207; 199991; 95.
3. Subtract three hundred seventy six thousand seventy-two, from eight hundred twenty-three thousand three hundred two.
4. Multiply 87093 by 9.
5. Multiply 6435 by 74.
6. Divide 660827 by 9.
7. From 37216, subtract 9109, and multiply the result by 12.
8. $3824 + 219 + 1008 - 875 \div 5 = ?$

*Mental Arithmetic and Combinations.—Time, 35 minutes.—*Write on this paper answers to the following questions, writing each answer directly opposite the question.

1. If one-fifth of a pound of crackers is worth 3 cents, how much is a pound worth?
2. How many eggs in three-fourths of a dozen?
3. How many days are there in 3 weeks and 3 days?
4. How many dimes are there in half a dollar?
5. If cream is worth 20 cents a quart, how much must I give for a pint?
6. How much must be added to three 10's to make five 9's?
7. If a boy is 3 feet 4 inches high, how many inches high is he?
8. Six 7's less 2, are how many 5's?
9. How many ounces in 3 pounds?
10. If 3 oranges cost 15 cents, what will 2 oranges cost?
 $11 \times 11 - 1 \div 10 \times 4 - 6 \div 7 + 4 \times 5 =$
 $12 \times 11 - 2 - 15 - 15 \div 10 \times 6 - 10 =$
 $13 + 15 \div 4 \times 9 + 1 \div 8 \times 12 + 4 =$
 $14 + 16 + 30 \div 5 \times 3 - 1 \div 7 \times 5 =$
 $15 \div 5 \times 3 \times 3 + 13 - 15 - 10 =$
 $16 + 16 \div 4 \times 12 + 3 + 11 \times 5 + 5 =$
 $17 + 3 \times 2 + 2 \div 6 \times 10 + 30 - 0 =$
 $18 \div 9 - 2 + 24 \div 4 \times 9 + 0 - 4 =$
 $19 + 11 \div 3 \times 7 + 2 \div 6 \times 12 + 6 =$
 $20 - 8 \div 6 \times 2 \times 2 \times 2 + 8 \div 6 \times 5 =$

Miscellaneous.—Time, 30 minutes.—

1. Draw a Rectangle and a Rhombus.
 2. Draw a Circle and a Quadrant.
 3. What animals furnish the following kinds of meat? Beef, Veal, Mutton, Pork, Venison.
 4. Write a sentence telling what leather is made of.
 5. When a piece of land is entirely surrounded by water, what is it called?
When a body of water is entirely surrounded by land, what is it called?
- (The following are to be written with proper Capitals and marks of Punctuation.)
6. you and i live in chicago
 7. george and william play base ball
 8. can mister brown play base ball
 9. o i am so happy the little girl said
 10. who are you cried james

*Spelling.—Time, 20 minutes.—*The words may be first written on slate, and then copied, if this method is preferred. Peculiar; eagerly; ignorance; caterpillar; shoemaker; generous; chorus; errand; accident; business; slippery; received; military; horizontal; eatable; Arabia; astringent; sulphur; immerse; nutritious; diameter; sugar; sauce; tough; apparel. Pronounce each word distinctly, twice.

SCHEDULE OF EXAMINATIONS IN CHICAGO.—The following programme indicates the character of the progress of pupils over the course of study in the Chicago Schools, and of the examinations for passing grade.

<p>Tenth Grade. <i>Average, 85; Minimum, 70.</i></p> <p>READING. SPELLING.* WRITING. NUMBERS. MISCELLANEOUS* AVERAGE.</p> <p>* Includes Music, Oral and Elementary Sounds.</p>	<p>Ninth Grade. <i>Average, 85; Minimum, 70.</i></p> <p>READING. SPELLING.* WRITING. NUMBERS.* MISCELLANEOUS* MUSIC. AVERAGE.</p> <p>* Both Oral and Written. † Includes Oral, Punctuation Marks and Elementary Sounds.</p>	<p>Eighth Grade. <i>Average, 80; Minimum, 60.</i></p> <p>READING. SPELLING. WRITING. NUMBERS.* SLATE ARITH.† MISCELLANEOUS† MUSIC. AVERAGE.</p> <p>* Includes Tables and Combinations, both Oral and Written. † Reading and writing Arabic and Roman numbers, and Addition and Subtraction to limit of grade. ‡ Oral, Punctuation Marks, Capitals, and Elementary Sounds.</p>
<p>Seventh Grade. <i>Average, 80; Minimum, 60.</i></p> <p>READING. SPELLING.* WRITING. NUMBERS.** SLATE ARITH.† MISCELLANEOUS† MUSIC. AVERAGE.</p> <p>* 50 words from Speller and Reader—25 each. ** Tables and Combinations, Oral and Written; also, Mental Arithmetic—answers only. † To limit of grade. See 8th Grade. ‡ Includes Oral, Punctuation, Capitals, Abbreviations and Elementary Sounds.</p>	<p>Sixth Grade. <i>Average, 80; Minimum, 60.</i></p> <p>READING. SPELLING.* WRITING. NUMBERS.** SLATE ARITH.† MISCELLANEOUS† MUSIC. AVERAGE.</p> <p>* Same as 7th Grade. ** Tables and Combinations, Oral and Written; Mental Arithmetic—answers mainly—analysis begun. † See 7th and 8th Grades. ‡ Same as 7th Grade.</p>	<p>Fifth Grade. <i>Average, 75; Minimum, 50.</i></p> <p>READING. SPELLING.* WRITING. MENT. ARITH.** WRIT. ARITH.† GEOGRAPHY. MISCELLANEOUS† ORAL. MUSIC. AVERAGE.</p> <p>* 30 to 35 words from Speller—20 to 15 from other text-books. ** 5 questions requiring answers only; 5 difficult combinations; 5 for analysis—answers $\frac{1}{2}$, and analysis $\frac{1}{2}$—last 5 equaling other 10 questions. † Without Rules or Explanations. ‡ Includes Punctuation, Capitals, Abbreviations and Phonic Analysis.</p>
<p>Fourth Grade. <i>Average, 75; Minimum, 50.</i></p> <p>READING. SPELLING.* WRITING. MENT. ARITH.† WRIT. ARITH.† GEOGRAPHY. GRAMMAR. MISCELLANEOUS. ORAL. MUSIC. AVERAGE.</p> <p>* 20 to 35 words from Speller; 20 to 15 from other text-books. † 10 questions for answers only; 5 for analysis; last 5 to equal other 10. ‡ Includes Punctuation, Capitals, Abbreviations and Phonic Analysis.</p>	<p>Third Grade. <i>Average, 70; Minimum, 50.</i></p> <p>READING. SPELLING.* WRITING. MENT. ARITH.* WRIT. ARITH. GEOGRAPHY. GRAMMAR. MISCELLANEOUS* ORAL. MUSIC. AVERAGE.</p> <p>* Same as 4th Grade.</p>	<p>Second Grade. <i>Average, 70; Minimum, 50.</i></p> <p>READING. SPELLING.* WRITING. MENT. ARITH.* WRIT. ARITH. GEOGRAPHY. GRAMMAR. HISTORY. MISCELLANEOUS† MUSIC. AVERAGE.</p> <p>* Same as 4th Grade. † Includes Oral, Punctuation, Capitals, Abbreviations and Phonic Analysis.</p>

FAYETTE COUNTY.—The Board of Supervisors have appropriated twenty dollars to assist in defraying the expense of forming a county teachers' institute. Superintendent D. H. Mays strongly urges the teachers of the county to inaugurate the movement, and issues a call for a preliminary meeting on the 18th inst., preparatory to a more extended one in November next.

SHELBYVILLE.—The Shelby County Union of June 16th says, "The closing exercises of the Shelbyville Graded Schools took place on Friday last. The examination passed off satisfactorily to all concerned, and in a manner reflecting great credit upon the Superintendent, teachers, and scholars. The next term will commence about the 15th of September." Mr. Hobbs will remain at Shelbyville another year.

FULTON COUNTY.—Superintendent Benton is giving his time to a complete visitation of the schools in his county. He reports that much interest is manifested by both teachers and people, and that the schools are progressing finely.

PRINCETON.—Through the kindness of Prof. H. L. Boltwood, Principal, we are in receipt of the Catalogue of Princeton High School for the current year. This is, we believe, the only school of the kind under township organization in the state. Its success may be taken as an indication of what may be done, under similar circumstances, by others. The first graduating class left this year. The course of study embraces five years. The senior class numbered 21 pupils, of whom seven have studied the classical course; middle class, 35; second junior, 108; first junior, 75;—making a total attendance of 239. One hundred twenty-nine of these are females.

FROM ABROAD.

ARKANSAS.—Our friend N. P. Gates, formerly of Mattoon, but now Superintendent of Schools in Little Rock, Arkansas, writes us that but little real progress has as yet been made in the state beyond some good legislation. The great want of the country is men at the head of school affairs who know and can thoroughly do the work before them.

CALIFORNIA.—The Golden State has had its sensation in the shape of a case of corporal punishment. For refusal to submit to the authority of his teacher, a boy in the Lincoln School was punished by Mr. Robertson, the sub-master, so that traces of the punishment were visible eight or ten days after its infliction. The case was brought before a police magistrate, who sentenced Mr. Robertson to six months' imprisonment. The Board of Education, by a committee, investigated the case. The committee recommended that the sub-master's course be sustained, and their report was adopted. On an appeal to a higher court, the judgment of the magistrate was reversed. In giving judgment the judge stated—

That a teacher of a school stands in *loco parentis* to his pupil while he is actually under his charge. There is, however, this circumstantial difference between the relation of the parent and the relation of the teacher to the child: that the latter usually has a large number of children under his control, and is not supposed to be restrained in the enforcement of discipline by the same degree of personal affection as the former.

That in cases of corporal punishment by parents or by teachers, the presumption is that they acted without malice or passion, and within the limits of reasonable discretion; and the burden of proof is upon those who assert the contrary. The question is not whether the punishment in fact was excessive, but whether it was criminally excessive. The parent or teacher acts in a judicial as well as executive capacity, and is no more to be punished for a mere error of judgment than a judge who, in the exercise of his discretion, perhaps inflicts too severe a penalty upon a criminal. The human mind can not work judicially without freedom, and two minds are never exactly alike; and to remove the barriers with which the law protects the exercise of discretion, the existence of malice or passion must be affirmatively and clearly proved.

That in the absence of passion or malice, neither the parent nor the teacher is criminally responsible for injuries not amounting to permanent disfigurement, or resulting in permanent damage to health. This is but another form of stating the last proposition.

INDIANA.—Superintendent Hobbs says that the State Normal School is proving a success. About fifty pupils are now in attendance. It is proposed to hold a short session of five or six weeks during the months of July and August.

MINNESOTA.—The Sixth Annual Report of the State Normal-School Board is before us. The state has now three Normal Schools. The first has been in operation since 1864, the second since 1868, and the third is completing its second year. The number of pupils in Normal Department of each, respectively, during the first half of the present year, is 84, 90, and 52. The current expenses of the first for the year have been \$9,384; of the second, \$3,560. The school at Winona is in charge of Prof. Wm. F. Phelps, one of the most experienced and successful normal teachers of the country. It has just taken possession of one of the most complete buildings for school purposes in the country. The second school, at Mankato, is in care of Prof. Geo. M. Gage, formerly one of the most active educational men of Maine. A new building is in process of erection for it. The third, at St. Cloud, is presided over by Prof. Ira Moore, prominently connected with the organization of our own State University. The last legislature made an appropriation for a new building for it, which has not yet been commenced.

OHIO.—The teachers in the Cleveland Public Schools have an average attendance of 45 pupils each. 1.6 per cent. of the pupils were in the highest class in the grammar schools, and 30.8 per cent. in the lowest class in the primary schools. The schools are divided into eight classes. 63.8 per cent. of the children of the city 7 years of age attended school during 1868-'69; 5.8 per cent. of those 17 years of age; and .2 per cent. of those aged 20 years. Writing is taught from the third term of the first year through the course....At a recent election of school-trustees in Cincinnati, a majority of the members elected are opposed to the exclusion of the Bible from the schools....E. E. White, publisher of the Ohio Educational Monthly, will commence publishing, on the first of July, a national edition of the Monthly, under the title *National Teacher*. In place of the local news, there will be a portion of the journal devoted to general educational intelligence....Cincinnati is moving to establish a university. By bequest the city has received about a million dollars, which, added to funds already on hand, will yield an income of near seventy-five thousand dollars....The Wooster University, a new institution, will be opened in September, under the presidency of Dr. Willis Lord, of the Chicago Theological Seminary.

PENNSYLVANIA.—The Pennsylvania State Teachers' Association will hold its regular meeting in Lancaster, commencing August 9. Arrangements are in progress for the largest meeting ever held by the Association.

KANSAS.—The Normal School for the northern part of this state has been located at Leavenworth, that city having donated \$80,000.

WISCONSIN.—It is stated that President Chadbourne, of the State University, has resigned, and is fixed in his determination to leave at the close of the present term. The state of his health and some differences in regard to the management of the University are among the causes of this action on his part....Hon. A. J. Craig, State Superintendent, in his report for 1869, states that there are in the state 398,747 children between the ages of four and twenty years, being an increase of 12,117 over the number of the previous year. The number of children

attending public schools was 264,033, of whom 698 were *under four years of age*. Schools were kept, on an average, 151 days. Over 100,000 persons between the ages of four and twenty years have received no instruction during the year. The number of teachers employed was 8,795. The average wages of male teachers was \$43.63; of females, \$28.34. The value of school-houses is \$2,994,492. The total expenditures for the year were \$1,987,436. The statute requires all district boards to adopt a list of books, to remain in use three years. The State Normal Schools at Platteville and Whitewater have been in successful operation during the year. The former graduated its first class, containing eight pupils, in 1869. A third normal school is about being organized, at Oshkosh. The number of colleges, not including the State University, which have reported is 10. These colleges contain in their faculties 80 members; graduated at last commencement, 47; contained in the four undergraduate classes, 403 students; contained a total number, including preparatory departments, of 1,998 students; and had endowment funds, including lands, buildings, and money invested, of \$738,885.

NOTICES OF BOOKS AND PERIODICALS.

(44) KINDERGARTENS.—The approaching meeting of the Principals' Association at Chicago will attract the attention of the teachers of the West especially to the Kindergarten system of instruction. Miss Peabody, the first to introduce the subject to the consideration of American educators, will present its methods, and it may be expected, from its importance as well as from the preparations made for its discussion, that the occasion will be of unusual interest.

Some idea of the principles underlying the system can be gained from Miss Peabody's article in the present number of the Teacher. One of Froebel's own pupils speaks of it as follows: "Froebel starts from the fundamental idea that all education should begin with a development of *the desire for activity innate in the child*. Each step in the course of training is a logical sequence of the preceding one; and the various means of occupation are developed, one after another, in a perfectly natural order, beginning with the simplest and concluding with the most difficult features in all the varieties of occupation. Together, they satisfy *all the demands* of the child's nature in respect to both mental and physical culture, and lay the surest foundation for all subsequent education in school and in life."

The idea is practically developed by various occupations which the author calls *plays*. The materials used in them are called gifts. The first of these consists of six rubber balls of different colors, one for each day in the week. These are used by the children in various games, designed and conducted with a view to give ideas of form, color, size, weight, etc.; to cultivate language and manners; and to develop the child's physical system harmoniously. The time spent in these games is from two to four hours per day. The second gift consists of the sphere, cube, and cylinder, made of wood. These, by their contrast with the first gift and with each other, serve to give farther ideas on the same subjects. The third gift is intended to exercise the desire to divide objects, and combine their parts into new forms, and consists of eight small cubes combined to form one larger one. By use of these can be formed what Froebel calls forms of life, forms of knowledge, and forms of beauty. The child is led to observe the resemblance of his own structures to those he sees about him, to exercise his faculty for number, and to construct forms calculated to develop his idea of taste, symmetry, etc. And so on, the different gifts succeed each other, each intended to lead the child systematically forward to a still farther development of his nature. There are thirty gifts in all, designed to cultivate a taste for constructing forms and figures, drawing, embroidering, braiding, modeling, etc., etc.

The system is designed to furnish amusement and occupation for children from the ages of two or three to eight or ten years, and to direct their mental and physical activities to the accomplishment of a definite object. It seems to be suited to those years of childhood before their regular school-days, to the purpose of giving shape to their thoughts, of directing their observation and regulating their speech and habits.

In this country little has been done toward the introduction of the system, there being only two or three schools, as yet, for the training of teachers according to it. Prof. Edward Wieb  has established one at Springfield, Mass., and has also prepared a work in four parts, giving full description of the gifts and instructions for their use. The work is fully illustrated with diagrams, which are reprints from a recent work on the subject published in Germany. It is published by Milton Bradley & Co., Springfield, Mass. Price, 75 cents per number.

(⁶⁵) THE Illustrated Library of Wonders is the embodiment of a capital idea of the publishers, that of presenting rare and valuable knowledge in form at once attractive to the masses of the young and within their ability to purchase. Among the latest numbers of the series is one on *Italian Art*. The volume contains information on the subject of painters and paintings of ancient and mediæval Italy, which is not elsewhere available save at great expense. It contains short sketches of the great masters of that country, with illustrations of some of their celebrated works.

(⁶⁶) ANOTHER of the Illustrated Library of Wonders is a work entitled *The Human Body*. It is a translation of a very popular French author on Physiology. In style attractive to the common reader, it speaks of the wonderful structure of the 'houses in which we live'.

(⁶⁷) FROM the mere title of this book, the reader might form an impression that it is similar to the school speakers, of which there is so large a number. Such would be a great mistake. That part of the work has been left to others, while the author has undertaken the more difficult task of discussing the importance of the subject, the necessity of attention to it, and the course by which excellence in it can be reached. He evidently works with the ardor of an enthusiast. He has wrought conscientiously to place his subject before the people in the light which its importance demands. By a masterly and comprehensive analysis of the sources of power in oratory, he makes his reader feel its value, and gives him an intelligent idea of a course to be pursued in its study. Such an analysis has, we believe, not been undertaken before, and we are satisfied that its careful study by teachers and students would elevate a dreaded and often worse than useless exercise to an important and profitable place in the work of education. About half the work is devoted to a treatise on articulation, accent, pronunciation, and the details of delivery. Taken as a whole, we regard the book a very valuable one, one which we wish were in the hands of every teacher of its subject.

(⁶⁸) It is evident that the author has carefully studied the work before him, and has conscientiously labored to elaborate a plan for doing it. The phonetic and word methods are combined. In easy sentences—some times unnatural from an effort to embrace too many words containing the same sound—lessons are given illustrating each of the elementary sounds. Every second or third lesson is a review exercise. The plan of the book has many admirable features. It is an improvement upon the author's first similar attempt.

(⁶⁹) WE moved into the woods, a couple of months since—which means that the woods surrounded us,—and we expect they will hold the siege till Jack Frost comes to thin out their ranks. From that time till this our ears have been saluted at various unseemly hours by the song of birds. They have chirped, and twittered,

(⁶⁵) ITALIAN ART. By Louis Viardot. Charles Scribner, & Co., New York. 12mo., 339 pages. \$1.50.

(⁶⁶) WONDERS OF THE HUMAN BODY. By A. LePileur. Charles Scribner and Co., New York. 12mo., 256 pages. \$1.50.

(⁶⁷) ELOCUTION. By J. H. McIlvaine, Professor of Belles-Lettres in Princeton College. Charles Scribner and Company, New York. 12mo., 406 pages.

(⁶⁸) THE INDEPENDENT FIRST READER. By J. Madison Watson. A. S. Barnes, & Co., New York and Chicago.

(⁶⁹) GRADED INSTRUCTION FOR SCHOOLS. By O. Blackman. Root and Cady, Chicago.

and chattered, and screamed, till, at times, we have been ready to say "*ne plus ultra*." As a result, our thoughts have been turned to music. We have wished that we could sing and enjoy it as well as the birds do. If ever our friend Blackman made a mistake, it was when he neglected to put a certain individual we wot of in his classes of children, and say to him, *sing*. But, great as was the individual loss, we are willing to overlook it, in view of the benefit he has conferred upon the masses of the children. For the benefit of the teachers who sing, and those who do not sing, and who wish to teach singing to their pupils, he has put his methods, his lessons and his best thoughts together in the shape of a series of graded song-books, which are a complete manual of instruction for the school-room. At present, the series consists of four books, to which, we understand, a fifth is to be added. Of the excellence of the system embodied in these books, the fine singing in all the grades of the Chicago Schools is the best possible evidence. We might say that it is also evidence of what is done in many instances by teachers who are not themselves singers, but who follow carefully and patiently a course laid down by one who is.

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CONCERNING TEXT-BOOKS.

BY GRACE C. BIBE.

"SUPPOSE teachers should give instruction direct from their own minds, charged with the electricity of their own energy." Do I indeed see Socrates walking the streets of a new Athens, waking slumbering souls to those divine truths which even Plato has half concealed? Are we indeed prophets and inspired?

In the progress of the science of education toward its final, hoped-for perfection, many errors of greater or of less magnitude must of necessity arise. As "a lie that is half a truth is ever the basest of lies," and an error which is the perversion of a correct principle ever the most dangerous of fallacies, so it seems that no theory, of the many theories which beset the path of the modern educator, is so fraught with peril as that which finds expression in a crusade against text-books and in the discouragement of all attempts to cultivate the memory. It has one favorite aphorism: "Better *one* thing learned than twenty only remembered." As if all acts of acquiring knowledge did not, in some sense, involve the exercise of memory. The gods vanished from the earth ages ago, and men, in the midst of their immortality, are but mortal. Shall we teach only from our own knowledge, out of our own store-house of facts? Shall we teach, not for one class nor for one science, but for all classes and for all sciences? What, then, are our mental needs? Must we not, like Humboldt, 'know every thing and know thoroughly what we do know'? must not every science be to us, not an abstract, not merely an epitome, but a complete, a perfect whole? Must we not know, not merely all that *can* be known, but even all that men imagine *may* be known, of all subjects. Perhaps this knowledge

should be required of all teachers: still, it is the labor of more than a lifetime.

A young man graduates from a college or a normal school, and enters the profession: he is placed in a school in which all branches of instruction are within his province. He throws aside, at once, his text-book on Chemistry, for in all chemical compounds—in the relations of oxygen and nitrogen and carbon—his very soul delights itself; in all applications of Chemistry to the arts he is thoroughly at home, and under his skillful manipulation experiment proves theory or illustrates fact. Because every thing is to him so clear, so delightful, it must, perforce, seem almost equally clear, almost equally delightful, to those whom he instructs. But human nature is preëminently one-sided. The chances are that our teacher will be less enthusiastic in History and will barely tolerate Arithmetic. But if he could teach Chemistry only, Chemistry always, then, indeed, might we gather our books and burn them in the market-place. Yet, after all, is not truth distorted in passing through any human mind, and is not the day of original discovery past? and does not the most conscientious of us all teach, in stead of science, *his* view of science?

To arrive at truth—other, of course, than that resulting from ordinary mathematical demonstration,—to reach any satisfactory end in the Philosophy of History, there are contradictory statements to reconcile, evident prejudices to account for and admit. It is important that cause be never taken for effect, and that effect be never confounded with cause. It is important to determine whether certain conditions in the progress of civilization were directly resultant from individual legislation, or indirectly consequent upon the long undetermined struggle between the power of oppression and the waking giant of liberty. Here no one of us is competent to instruct: the circle of knowledge is all-embracing, wide as literature itself, and going beyond books to medals and monumental inscriptions, and to the cyclopean structures of the age before history.

The strongest argument, however, for the use of text-books is found, perhaps, in their many imperfections, and we come back to the original query: "Can we afford to do without them?" If, spite of time and talent, and in full view of the rocks on which the richly-freighted argosies of innumerable predecessors have gone to pieces, our book-makers still fail, by so much, to meet the requirements of the age, the question recurs as to whether individual teachers—certainly with less time, generally with less special training—can often hope to preserve their frail ventures from ignominious shipwreck.

The thing to be learned is eternally the same: the mental discipline to be acquired in the learning of it is eternally varied. The diminutive Latin Grammar of the grandfather compares but unfavorably with the Harkness of the grandson; yet it is not improbable that the ancestor's familiarity with the Latin authors was greater than that of the descendant, this lack of familiarity with authors being more than compensated, in the case of the latter, by a far more critical knowledge of the language. But the intensely-utilitarian character of the age begins to affect, more or less sensibly, even the study of the dead languages, and their disciplinary value seems wholly ignored by those who would reduce their grammars to the dry bones of the skeleton, and would inquire in Latin, perhaps classic, "At what hour shall we have breakfast?"

"It is not" quotes the able Superintendent of the St. Louis Schools, "what the teacher does for the pupil directly, but what he gets the pupil to do for himself, that is of value." It seems to me that this getting the pupil to do for himself may be best accomplished by a proper use of text-books. We can not eschew books: *that* would be absurd. We can not, except in the exact sciences, employ any *one* text-book, nor can we accept the dictum of any *one* teacher. The true method seems to be this: With some good manual of instruction, the pupil learns from it that for which he sees proof. If this proof depends upon a course of reasoning, he is led to rediscover its steps; if it is dependent upon testimony, he is led to weigh the evidence: above all, he is led to the proper use of books of reference, to a proper appreciation of books in themselves, as the medium through which the knowledge and the power, the wisdom and example, the culture and refinement, else buried in the ages, come all living and inspired into the daily life of this commonplace nineteenth century.

Give the pupil a book and assign a definite lesson *in* the book: as much more than that as you please, in the way of the consultation of references and the collocation of facts bearing upon the subject in hand, but that, always. Require that he learn the assigned lesson thoroughly and recite it honestly. Do n't remove stumbling-blocks before he has attempted, and failed, to remove them for himself. That which, after honest effort, he fails to comprehend, lead him patiently to understand, but never allow him to waste the time of the class in fruitless argument and discussion bearing but remotely upon the topic of the hour, and introduced merely to distract your attention from his ignorance of the lesson. Encourage criticism. The more personal the criticism, so that it be at the same time well founded and politely made, the better. The true office of the teacher is to supplement books. He is to lead his

pupils to follow out the theories of the books to their legitimate conclusions, to reject the false, to hold fast the true; and, as by winnowing the grain is separated from the chaff, so by patient toil and long endeavor the practical is separated from the merely theoretical, the really good from the seemingly excellent, and all 'in God's good time'.

HOW TO TEACH ENGLISH GRAMMAR.

BY PROF. E. W. GRAY.

ONE of your contributors, in the March number of the Teacher, asks the pertinent question, "How shall English be taught?" Without entering into the merits of his production, which has been severely reviewed by another, I wish to propose a change in the general method of teaching English Grammar.

I am much mistaken if the prevailing methods of teaching English Grammar are not generally felt to be unsatisfactory. What teacher has not found it difficult to sustain a proper degree of interest in this study? What pupil has not long groped his way in darkness, unable to apply his knowledge in the use of his language? How many miserable bunglers have come from their books and years of study to the shame of teachers and of learning! How many poor souls have turned away in despair and disgust from what were to them unmeaning definitions and technicalities! Certainly there must be something wrong, but what is it? We make a distinction between the study of English Grammar and the study of the English Language. The former is taught in the common school, the latter in the college. A fair knowledge of the one may be acquired in a few months. A good knowledge of the other requires years of profound study, and can not be acquired in the common school.

From time immemorial the order has been "Orthography, Etymology, Syntax, and Prosody." As letters compose words, and words sentences and discourse, this seems logical. Begin at the foundation, lay it sure, and build up; and evidently this thought has suggested the order above given, and decided the manner of our approach to the subject. But this procedure has been found to be practically so difficult that many begin to suspect there must be a better way. Your contributor says, "Begin with words; for did thought ever prompt to any less than a whole word? And do not children learn entire words?"

This, therefore, must be the method—words first, with their contained thoughts or meanings, in part at least; and afterward their sounds, their characters, their syllables; and at last their connections and dependencies in sentences, paragraphs, and compositions.” The object of his article is to “press on the attention of the reader the study of Etymology in its proper sense, and afterward its (?) Syntax and Rhetoric.” The order, then, would be Etymology, Orthography, Syntax, and Rhetoric.

Now, while it is cheerfully admitted that the child does not think in either letters or syllables, it is true, an image or, if you please, an idea may be suggested to a mind somewhat cultivated by a single word. But this idea can not be expressed by a single word. Words simply do not constitute language any more than syllables or letters. The simplest form of language is a *sentence*. Language is the expression of ideas; and the simplest form of the expression is not a word or a letter, but a sentence. If, then, we are to begin with the simplest forms of speech, and it seems logical to do so, we must begin with the sentence. The first work of the child, then, is to learn to construct a sentence. This done, he has learned to talk. He can receive and communicate thoughts. It can not be supposed he will always express his thoughts in the best style. To do this, he must know and be able to apply the laws of good usage, and it is the specific work of English Grammar to enable him to do this. Grammar, as defined in all the books, “is the art of speaking and writing language correctly.” To form an English sentence, the words must be arranged in a certain order, and they must have certain etymological forms. These forms are comparatively few in English, and depend upon their syntactical relation. The order, then, is, Syntax, Etymology, Orthography, Phonetic Analysis; and, in the further study of the language, Logic, Rhetoric. The study of English Grammar proper, as defined in the books, ends with the knowledge of the sentence. It is a knowledge of the laws governing the construction of a sentence that concerns us most as common but well-bred people. It is this that especially concerns pupils in school. It is interesting and useful to know syllabic roots, and eminently important to understand the phonetic powers of letters—let me not be misunderstood. But it is indispensable to respectability and success in life to know how to construct the sentence—to comprehend and be able to apply the laws of usage. If so much can be admitted, let us inquire What are these laws? The verb has some agreement with its subject, the pronoun with its antecedent. There are *case forms* and *mood forms* and *tense forms* to be observed. These

are not many in English. They are familiar to all who understand English Grammar, and need not be here more particularly specified. Most of them are found in our dictionaries, or have become familiar to all by use. They are primarily given in Etymology; but neither Orthography nor Etymology gives the laws of their use in the construction of the sentence. The form to be used depends upon the syntactical requirement. Orthography does not give it, and you can learn nothing of the *usus loquendi* from the study of Orthography. Etymology gives the form, but does not say when or how it shall be employed. It is not its province to teach the *usus loquendi*. Neither Orthography, nor Etymology, nor both combined, can construct a sentence. But this is precisely what we want to do, and hence we proceed directly and at once to study the laws of use—to Syntax. In prosecuting this study we shall incidentally learn how to spell, when to use capital letters, as well as something of the laws of derivation, and classification. We shall gather something from Orthography, and Etymology, but only so much as will contribute to our knowledge of the *usus loquendi*. If we may learn how to speak and write correctly without going through with the manifold and tedious definitions and technicalities of Orthography and Etymology, we hail the opportunity of doing so; and it will depend upon our taste and means and opportunities in the future how far we shall prosecute the study of English in detail, in its history, in its curious and absurd Orthography, in its Etymology and Philosophy, in its Logic and Rhetoric and Poetry. The English language is so great in the sweep of its history, and so comprehensive in the reach of its powers, that a lifetime might be profitably spent upon it; and it is ardently hoped that the time is coming when much more time and labor will be given to its study in the halls of higher learning. But in the common school we can not aim at the highest scholarship in this department of learning, any more than we can in Mathematics, or Natural Science.

We propose, then, to begin with the sentence. This is not only the simplest form of speech, as we have seen: it is also the only essential and integral part of discourse. In the use of language, what lies beyond the construction of the sentence belongs to Logic and Rhetoric. There are various kinds of sentences—simple, complex, compound. To become able to speak and write these correctly is the one object which we propose shall never be lost sight of in the study of Grammar. It is the one to which we shall subordinate arrangement and definition—all inquiry. Thus our *method* is defined, the manner of our approach to the subject determined.

Now it is most respectfully suggested that, if this method be adopted, it would very much diminish the extent and labor of the work usually performed, and relieve the learner from a great deal of mere drudgery. It appears to me that there is a great deal of useless verbiage in our books. *Scientific technicalities should have scientific significance*, I insist upon it. What propriety, then, in loading a work on English Grammar with the names of properties that have no grammatical importance or force in the sentence? In Day's 'Art of Composition', for instance, we have the following nomenclature of the Noun: "Common nouns", "Proper nouns", "Collective nouns", "Class nouns", "Mass nouns", "Quality nouns", "Action nouns", "Condition nouns", "Relation nouns", "Concrete nouns", "Abstract nouns",—of the last four classes. The distinction of Common and Proper is well, because proper nouns should be written with a capital, and are used only in the singular number. But of what grammatical importance are the other distinctions, since the verb must agree with its subject and the pronoun with its antecedent, whether 'mass' or 'class' nouns, abstract or concrete? These properties, whether well or illy named, have no force affecting the concord of the sentence, and therefore no grammatical significance. The same author has the following nomenclature of the Adverb: Adverbs of "Property", "Relation", "Manner", "Quality", "Amount", "Extent", "Frequency", "Intensity", "Condition", "Comparison", "Dependence", "Order", "Time", "Place", "Cause and Effect", "Reason and Consequent", "Aim and Result", besides "Adverbial Modifiers", "Phrase", "Clauses", etc.! A formidable list for the tyro, certainly.

If the names of only such properties of words, phrases and clauses as transmit their force to other parts of the sentence, and thus affect its concord or agreement, were admitted to the text, a few pages would contain all that need be studied to become practical grammarians. Every teacher, I think, who has had much experience must be convinced that much that pupils acquire in the ordinary way constitutes only so much worthless lumber in the mind, which never can be built into the structure of general scholarship.

It is always easier to make objections than to obviate them. This we know full well; and unless something can be gained by an improved method, we may not reasonably hope for either better books or better teachers than we have. Mr. Boltwood, in a late book, after finding fault heroically, and making withal some good suggestions, has illustrated the danger of attempting radical reforms. He says "It is absurd to say that Grammar as generally taught is the art of speaking

and writing the language correctly," and then, as if acquiescing in the absurdity as a necessity, he gives us a book of *definitions* only, in which the *principles* of good usage are not even formulated, and from which, it seems to me, it would be impossible to teach pupils to speak and write correctly.

Believing that something could be gained for the student by cutting away a great deal of technical verbiage from text-books, and by approaching the subject more directly, as above indicated, we should be glad to see another book and a fair effort made in this direction. Let the principles of good usage be put into appropriate formulæ, in the early part of the course of instruction, and then illustrated and made familiar by a great many examples of correct and incorrect syntax, till the pupils comes to know how to be correct in the use of language.

SCHOOL GOVERNMENT.

BY DARIUS H. PINGREY.

THE first requirement of a good school is perfect discipline. No school can be conducted successfully unless the government be thorough and exact, yet not arbitrary.

Correct school government does not differ in principle from military or civil government. In military discipline all departments of the army must be thoroughly organized, so that there be union in action. So in civil government. All nations ruled by good laws, well enforced, are prosperous. A school is a miniature government, in which the subjects must be controlled by laws, and penalties must be inflicted for the transgression of law. Teachers some times offer in excuse for lack of discipline that they do not endeavor to govern their pupils so much as they try to teach them. Such a course is impracticable, for it is impossible to teach successfully without perfect discipline. Strict government is the condition precedent of a good school. No school was ever conducted in a satisfactory manner with bad discipline. This is acknowledged by all practical educators.

The manner of governing schools to gain perfect discipline differs with teachers. Some appeal to a child's better nature, and place him on his own recognizance of right and wrong; others resort to corporal punishment as the only method practicable. These two methods, moral suasion and corporal punishment, must be combined to achieve

success in teaching. Neither method will answer in all cases of school discipline. Moral suasion has no effect on some children, and if governed at all, they must be by a wholesome use of the rod. But in applying the rod, it must be done with judgment and calmness. By an indiscriminate whipping the good will of pupils is lost. With moral suasion and corporal punishment judiciously used in combination, a perfect discipline can be had in schools.

A few general rules and regulations should be made in every school, and these easily comprehended. A multiplicity of rules will confuse any pupil and ruin the government of the whole school. The execution of all penalties should be without delay, and the penalty should follow as certainly for a transgression in school as it does in the transgression of a natural law.

A good teacher should be calm at all times, and in inflicting a punishment he must never lose his self-control. His conduct toward his pupils should be firm, dignified, polite, and pleasant. He should be firm, but not obstinate; dignified, but not haughty; polite, but not affected; pleasant, but not fawning.

Another quality, which embraces every thing, a successful teacher always possesses, and that is *tact*. This is a quality which is better understood than explained. It is something in the character of a teacher which prompts him to do the right thing in the right place and at the right time. *Tact* embraces every thing essential to governing: precision, promptness, and general executive abilities. Few teachers can *teach* school, but a great many can *keep* school. Teachers are like poets—born, not made.

A great many teachers fail in securing perfect control of their schools by copying from others. In copying they lose their individuality and are not themselves. Whatever can be incorporated from the experience of others into a teacher's own code of government is beneficial; but when a teacher loses his own individuality he is acting the hypocrite, and will certainly fail. Precedents are well in their place, and should have a controlling influence; but in teaching things occur every day which can not be disposed of by precedents, and the teacher must use his own judgment. The great men of the world, who have changed the course of events and benefited humanity, had no precedents. So in teaching, a teacher must be the architect of his own career, the executor of his own will. "Be yourself" should be the motto of every teacher. He must learn to deal with the living present, and to decide for himself; then if he fail as a teacher, it will be because he does not possess the requisite qualities to work successfully in such a sphere.

Farmington, Ill., July, 1870.

ELEMENTARY GEOGRAPHY.—III.

BY PROF. E. C. HEWETT.

IN my last article, I suggested some exercises for fixing in the pupils' minds ideas of direction. It will be remembered that, in those exercises, we took North as the primary point, and determined it by reference to the North Star. I am aware that some very good teachers, and very good text-books, direct the pupils to learn East first, and to fix it as 'the place where the sun rises'. I object to this method for two reasons: first, the North Star is the grand indicator of direction in practical life, the world over; second, the sun does not rise in the east but twice in the year, and some times his place of rising is many degrees north or south of east.

I propose in this article to suggest some exercises for training in a knowledge of

Length and Size.—These exercises will train both the perceptive powers and the judgment. Let a mark or a piece of paper exactly *one inch* in length be placed before the pupil. Require him to study it, and to compare it with other things, until he seems to have some just conception of it. Now each member of the class should be provided with a measure or rule,—say a foot in length, and divided into inches. These little measures can be made of thin strips of wood, or of good stiff card-board, and any young-lady teacher who will can prepare one for each of her class in a few minutes. Now, set the pupils to making lines an inch long on the blackboard. Let the class work simultaneously, take care that the lines are neatly made, and let every pupil carefully test his own work by the use of his measure. In connection with these exercises, further train the judgment, by requiring your class to estimate the length in inches of various short objects,—as books, slates, pencils, etc. Make them think carefully before pronouncing a judgment, and then let them test all estimates, by actual and careful measurement.

After many such exercises upon the inch, follow with similar exercises upon the half-foot, or six inches. Follow these with exercises upon the foot; then take the yard. The amount of interest that the pupils will take in the work will depend very largely upon the earnestness, ingenuity, exactness and perseverance of the teacher. As the standard of measure is lengthened, more variety can be given to the exercise, by bringing in the estimate of the length of desks, width of alleys, length

of blackboards, dimensions of the room, height of windows, etc. There will be no proper success unless the minds of the pupils are kept constantly on the alert, unless they are frequently set upon new things,—and all the better if they can be led to suggest them themselves. At the same time, they should frequently review their former work, clear back to the very first. Besides this, if they are required to work in *platoons*, doing every thing exactly at the word of command, and with something like military precision, the exercise will not only accomplish its immediate purpose better; but, aside from its immediate purpose, it will be a most valuable training in many other respects.

When the work already suggested has been pushed sufficiently far, then let the pupils go out of doors once more. Measure off a rod in the school-yard, prepare some strings or cords one or two rods in length, mark them off into yards or feet, then estimate and measure the school grounds, neighboring buildings, or fields, or a block in the city or village. It would be well, before leaving the work, to select a piece of road just a mile long, and let the class walk over it with you, carefully observing and estimating the distance and comparing it with others with which they are familiar.

Exercises on Size will very easily follow such exercises on length as I have suggested, if they have been thoroughly given. First, get an idea of the square inch, by marking one on the blackboard and by requiring the pupil to do so; cut pieces of paper an inch square, estimate the size of book-covers, desks, slates, etc. Do the same thing for the square foot, the square yard, etc. At this time the pupil may be shown readily that when the sides of a square are doubled in length its size is quadrupled, etc. All these exercises may be followed, if the teacher thinks best, by entirely similar ones to teach a knowledge of bulk, or 'solid contents.'

How many of our pupils in Geography learn the numbers in the book, indicating the height of mountains, the size of buildings, the height of cataracts, or the length of rivers, without attaching the semblance of an *idea* to what they commit. It is all the same to them whether the mountain is 5,000 or 50,000 ft. high, whether the river is 300 or 3,000 miles long, simply for the reason that neither has to them any meaning at all. To pupils thoroughly and sufficiently drilled as I have indicated, I am sure these numbers could be made to have a meaning. Even if they had passed all their lives on the prairie, and so have no just conception of a mountain, it would be a help to a true notion of its height to tell that a mile *set on end* would reach about to the top of a mountain 5,000 feet high.

I am well aware that the exercises I have been urging will require a great deal of time in the aggregate, although they should take but a few minutes each day. But I appeal to any reasonable educator, if a pupil so trained will not be certain to have a better knowledge of *Geography* at sixteen,—besides all incidental advantages,—even though he does not plunge into the mysteries of Central Africa, or attempt the definitions in Mathematical Geography, quite so early.

Normal, July 14, 1870.

NOTES BY THE WAY. SCHOOLS IN CANADA.

BY J. B. ROBERTS.

I BELIEVE that I promised the readers of the Teacher the result of some of my observations among schools at the East. I find that promises are easier in the making than in the fulfillment. Perhaps I can do no better this time than to tell you a little about the schools of Canada as I saw them, on the principle of “*de hostibus fas est doceri.*”

The first thing that surprised me in regard to these schools was the ignorance or want of interest manifested by the people in respect to them. In Montreal I was put to my wits' end to find the location of a public school. In fact, the only intelligible reply made to my inquiries of some half-dozen or more people was from an Irish woman, who delivered herself in this fashion, without dash or comma: “Oh it's the school ye'd be afhter findin' is it yes my two childer goes there ye'll find it just around the corner across the lot I'd rather they should be over there learnin' their letters as to be killed on the shtreet by the kyars will you be afhter my childer over there my name is the widow Briggs and I will see afhter you over there good day sir.”

Upon entering the building, I heard a tumult like the roar of many waters, which led me to suppose the school was enjoying an in-door recess; but soon above all the confusion arose the majestic voice of the officer in command:

“First division, History, Recitation-room;
Second division, Grammar, right gallery;
Third division, Reading, in line.

Go!!”

I was courteously received by the principal, who assured me that he had been in charge but a few months, and had hardly got things

straightened yet, but that in another part of the city I should find a teacher who had been in the business twenty-five years, and he had a school as was a school.

I spent more than an hour in this school, visiting its various departments and class-rooms, and, incredible as it may seem, conversation was at all times difficult on account of the prevailing confusion. Few, if any, of the pupils were over twelve years old, and yet there were classes in Grammar, in Algebra, in Euclid, in Botany, and in Latin. French, of course, is taught, as it is a 'military necessity' in Canada that every one should speak French.

I heard a class, in which there were many children not over five years of age, intoning the multiplication-table, and only left the room when they had got as far as six times six.

I asked the principal whether they taught words or letters first. "Oh, letters, of course," said he; "I don't think they would attempt words."

In the afternoon I visited the other school, so highly recommended, and found the system and methods almost identical. There was a little less disorder, but not much less. The manner of putting the question generally suggested the answer that was expected, and the answers were given at random, by any body and every body who felt disposed to 'speak up'.

It was impossible to obtain accurate information with regard to their school system, or a scrap of printed matter in regard to their statistics, finances, or course of study. For these matters I was referred to the Department of Education at Quebec; but, as I had just come from Quebec, I did not propose to return for them.

As nearly as I could draw from the somewhat conflicting statements of teachers, who seemed to be imperfectly informed in respect to the matter, the schools of Canada, until within about a year, have been mere private affairs, neither under state nor municipal control. The state has now assumed their management. The schools are supported, as in this country, by municipal tax. But the government, carrying the classification of mankind one step farther than the N.Y. Herald, or some other paper, which made three varieties, viz., saints, sinners, and the Beecher family, makes but two classes, viz., Catholics and Protestants. The public money is divided between these pro rata, according to population,—the Catholics, of course, getting the lion's share.

In Montreal the two school-boards consist of seven members each, three being appointed by the General Government and four by the City Council. They all belong to the clergy.

There are some Catholic children in the Protestant schools, and some Protestants in the Catholic schools, and I attribute the slackness in discipline, which is equally observable in both kinds of schools, in part to a desire to rival each other in the good will of the scholars.

Montreal claims 135,000 inhabitants. The state of education there may be inferred from the fact that in the Protestant schools, which draw about one-third of the public money, there are less than 1600 pupils. There is at present no public high school, but one is to be opened next September.

The question may be asked, whether I did not see any thing creditable in the schools of Montreal. I will confess that I did. I heard some very good singing in one of the Protestant schools, and saw some good writing and drawing. In one of the Catholic schools, also, I saw some very nicely-written copy-books. The teachers seem affable and earnest, and quite sensible of all their shortcomings. One of them said to me, with a tinge of bitterness in his tone, "You see how we are situated. Our means, our numbers, our energies, the interest of the public—every thing is divided and weakened."

Far from us be the day, thought I, when this saying shall be true of the public schools of Illinois.

B O U Q U E T - M A K I N G .

BY B. R. CUTTER.

FLOWERS are usually arranged in vases for common use. This is the easiest, simplest and most general custom.

The best bouquet-maker for the New-York trade says, "The more loosely and unconfined, the better." Crowding is particularly to be avoided; and to prevent this, use large quantities of green to keep the flowers apart. This filling-up is a very important part of all bouquet-making, and the neglect of it is the great stumbling-block of the novice. Spiked and drooping flowers with branches and sprays of delicate green are indispensable to the grace and beauty of a vase-bouquet.

In order to preserve the individuality of flowers, avoid placing those of similar form and size together. The rule is that small flowers should never be massed together. Large flowers, with plenty of green, may be used with advantage alone; but a judicious contrast of forms and colors is most effectual.

Do not use too many colors. The most fashionable colors are those from red to a pure white, with a little good blue and scarlet set amongst the white.

The arrangement of colors in simple regular forms is better than to place them in rings. You can use for green geranium-leaves or any thing of that nature and color. If you can get smooth handsome leaves, they are much more durable.

There are some colors — as purple and many shades of blue — that are not used in hand-bouquets, unless they are combined with the proper shades of yellow.

We are told that even established rules on colors fail to guide us always in the arrangement of flowers. The best rule is to place them as near to where nature placed them as possible, then they will always look well.

Baskets of flowers, and bouquets for parlor-tables and mantles, ought to be in keeping with their surroundings. A rough, coarse bouquet, that is well adapted to grace a table at a picnic or school exhibition, would not be in good taste here.

Fashion governs the size and shape of bouquets, just as it does bonnets and coats. The present prevailing fashion is oval or round, and the flowers ought to be rounding in form, yet not too much so. Handled baskets are not in fashion, and can only be tolerated when trimmed with flowers and fine green.

Hand-bouquets are always made formal, because it is the fashion: even the figures in the fashion-plates are given with formal hand-bouquets.

The materials used here are fine strong twine or shoe-thread, sticks about the size of a penholder for centres, fine annealed wire cut about three inches long and broom-straw for stemming flowers that have short stems, like the Fuchsia.

Cut your flowers according to what you are going to make, arrange each kind and color by itself, select something for the centre, and fasten it to the stick with the twine, then go on with flowers and green, taking pains to preserve the effect of color. If you find that it does not look well, take it apart, and try again: only practice can make perfect.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
Springfield, August, 1870. }

STATISTICS OF LIBRARIES.

IN Schedule No. 5, as furnished by the Government to the marshals and assistant marshals now engaged in taking the 9th Census of the United States, is an item (6) entitled *Libraries*. Under this general head are enumerated the following kinds or descriptions of libraries, viz: "State Libraries, Town or City Libraries, Libraries of Courts, Church Libraries (Pastors'), Libraries of Colleges and other institutions of learning, Sabbath-School Libraries, Circulating Libraries (subscription, etc.), and Private Libraries, including those of Lawyers and Clergymen."

At the urgent solicitation of the gentlemen who are charged with the duty of collecting the statistics called for by Schedule No. 5, as above. I have promised and undertaken to assist them in the matter of Libraries,—the more cheerfully, because of the difficulties to be encountered by the assistant marshals in procuring reliable information upon that subject, and especially because of the interest and value attaching to a full and accurate statement of the number of Libraries, and the aggregate number of volumes contained therein, now existing in Illinois. I do not think that any intelligent citizen can be indifferent to the standing and reputation of the state, as it will appear in the next-published Federal Census, in a matter so exponential of progress in culture and refinement as the record of its public and private Libraries.

While we shall be gratified if the comparative standing of the state, in this particular, is found to be favorable, we nevertheless desire the truth, the whole truth, and nothing but the truth. If a full report can be obtained, I have no doubt that the showing will be more than respectable.

The annual reports of County Superintendents, now in course of preparation, will show the number and condition of District-School Libraries; and the reports from universities, colleges, and other incorporated institutions of learning, required by an act of the last legislature, and which are now being received at this office, will furnish a full exhibit of the library statistics of those institutions. So that if reliable returns can be had of the remaining kinds of libraries, designated in

Schedule 5, we shall be able to give, in the next report, a full statement of the whole number of libraries in the state, of every description, and the grand aggregate number of volumes which they contain.

Provision has been made for these additional statistics, in the blanks furnished this year to County Superintendents for their reports, and I earnestly request the coöperation of librarians, pastors of churches, Sabbath-school superintendents, lawyers, clergymen, and citizens generally, in behalf of this work. If every person having charge of a library, or having information in regard to any library, or libraries, of any of the before-mentioned kinds, and every private citizen owning a library, will be kind enough to report the number of volumes in each of such libraries, to the County Superintendent of Schools of his county, and to aid and assist such superintendent in his efforts to collect these statistics, he will contribute to a worthy object, promote the honor of the state as it shall appear in the Federal Census and in our own educational report, and place me under strong personal obligations, which it will be a pleasure to acknowledge.

Only those who have made the attempt can understand or appreciate how extremely difficult it is to collect reliable statistics, upon any subject, from so wide a field of survey. The obstacles to success are many and great—some times utterly insurmountable, by any available means. I have attempted many hard tasks, but never a harder one than this. And in a case like the present, where the whole dependence must be upon the *voluntary* coöperation of others, all the chances of success are lessened.

Some mean to furnish what is desired, but put it off till it is too late for use; some intrust the business to others who never attend to it; not a few report, indeed, but so carelessly and inaccurately as to be of little avail; others do not see the use, and so decline to act; others, again, begin the work, only to abandon it when found a little troublesome; a few report promptly, correctly, and cheerfully.

I wish I could impress upon my fellow citizens how much, and in how many ways, the public interest is promoted by a kind and ready response to proper and reasonable calls for information the sole object of which is to add to the common stock of useful knowledge. As the present effort has this end in view, and no other, I shall venture to hope, as I do most earnestly request, that it may be kindly and promptly seconded by all concerned.

“PLEASE ACKNOWLEDGE RECEIPT.”

The above sentence is often appended to letters and circulars from this office, transmitting public documents. It is never done as a mere
XVI—37.

matter of form. No one in official relations with this department is ever knowingly burdened with the writing of supernumerary letters: I know too well the necessary exactions of official correspondence to impose upon others any that can at all be dispensed with. But there is a plain and sufficient reason for the request quoted at the head of this paragraph. It is made my duty to prepare, furnish and forward to school-officers, certain books, documents, and blanks. For neglecting or failing to do this, in season for the purposes designated in the law, I am justly censurable and legally accountable. My responsibility does not cease until the documents reach the hands of the proper parties; then my duty is performed, and liability attaches to others, for the right use of the documents received.

But how am I to know that what was sent has been received, and, hence, that my duty in the premises has been discharged? Only by a note of acknowledgment from the party: there is no other way. When the receipt is thus acknowledged, the letter is placed on a file as evidence of the fact, and I can safely dismiss that particular subject from my thoughts, but not till then. This is why the request to acknowledge receipt is made, and this is why such acknowledgment is important, reasonable, and necessary. It is not safe to *assume* that packages forwarded, whether by mail or express, will reach their destination: instances of loss, miscarriage or detention are too numerous—a note from the party is the only assurance.

It is not supposed that any one doubts the correctness of this view of the case—it is self-evident. Attention is invited to the subject, under the impression that the frequent failure of school-officers to comply promptly with so plain a business requirement and so obvious an official duty is the result, not of ignorance or intentional neglect, but only of inadvertence and lack of consideration. It is a pleasure to be able to say that no remissness upon this point is chargeable to most of the school-officers in correspondence with this office: there are many counties in which all official business is conducted in the most correct and punctual manner—from which the receipt of all documents and packages forwarded is always promptly acknowledged. But it is not so with all. It has often been necessary to write again and again, occasionally five or six times, and in some instances even more than that, before an official acknowledgment of the receipt of what had been officially forwarded could be obtained. And instances are not wanting where all efforts to obtain the desired information have failed at last. There are some counties whose superintendents have not yet (July 21) acknowledged the receipt of the Treasurers' and Directors' blanks for-

warded on the 13th day of June. In a few counties the officers habitually neglect this important matter. In the mean time I am, of course, left wholly in the dark in the premises, not knowing whether to proceed upon the supposition that the blanks have been received, or not. It has some times happened that on the very eve of that time when the report is due at this office, a letter from the County Superintendent brings the disheartening intelligence that no blanks have been received.

Now, my brethren, these things ought not so to be. When you send me an official document, package or communication, requesting me to acknowledge the receipt thereof, it is my *first duty* to comply with your request, as soon as the thing sent comes to hand. There should be *no delay*. It will take me but a moment, and *now* is the time to do it. It is not only my *official duty* to regard your request, but both official and personal *courtesy* also requires it. And our duties and obligations are the same in this matter — what you have a right to expect and require, you will, I am sure, be willing on your own part to do. It is only by each doing his own part, well and punctually, with a sense of mutual obligation, and with a common sentiment of respect and courtesy, that the vast and complicated system with which we are connected can be made to run smoothly and harmoniously.

It is my purpose to advert to some other kindred topics hereafter. For the present, I only wish to emphasize the little matter of which mention has been made. Attention to it will greatly contribute to the benefit and convenience of all concerned. Do not be unmindful of the little request — “Please acknowledge receipt.”

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

SOCIETY OF SCHOOL PRINCIPALS.

THE special object of this organization is, as we understand it, to gather together those who are in charge of graded schools or school systems, for the consideration of questions more especially connected with the administration of such schools. There are many questions whose discussion would be comparatively tedious to a meeting of teachers generally, which possess a deep interest to this more limited number. The meeting in Chicago served to bring together a quite large number of the ablest of the school-men of the state. It is safe to say that these men exert a many fold greater influence upon the practical efficiency of our school system than any other like body of teachers in our public schools.

The result of the meeting shows that its general plan was well conceived and that its execution was in the main satisfactory. The Executive Committee are entitled to great credit for the manner in which they performed the arduous task devolving upon them. In addition to preparing the excellent programme, they presented another illustration of the fact that teachers who, as a class, talk so much about promptness in observing a rule or performing a duty, are themselves very much like other people, after all, when the act involved is a mere duty. For the derelict ones we have no words of excuse. Their failure may have been for the best of reasons, but courtesy to their brethren requires that some explanation should have been made for it.

The papers presented were carefully prepared. They were the result of much study and research, and, as such, are worthy a wider consideration than they received. This leads us to query whether more definite and tangible results would not be reached, and a wider influence secured to the general discussions of our educational gatherings, if the question involved were fairly stated in a resolution, in the adoption of which the expressed opinion of the body might be gained. Were such a course adopted, there would be more definiteness, more point, to the discussions, more interest to the audience, and the general result would be the known convictions of all rather than of those who are ambitious to ventilate their own opinions.

Those in attendance upon the meeting will have pleasant recollections of the occasion for the many courtesies enjoyed at the hands of the Chicago Principals' Association and other interested friends. All outside entertainments were so judiciously arranged as to cause no impediment in the work of the meeting. The visit to the lead-works and shot-tower, and to the Dearborn Observatory, were object lessons more instructive than hours of study, while the art gallery and the delightful excursion on the lake afforded opportunity for a study of some of the most beautiful and wonderful works of art.

For the following notice of the things said and done at the meeting we are largely indebted to the full reports of its proceedings as found in the Chicago Times, Tribune, and Republican.

On account of the lateness of the hour of assembling, the President, W. B. Powell, of Aurora, gave only the outline of his address. He alluded to the origin of the educational organizations of the state, their objects, and the special work of this society. The idea was suggested whether there might not be at some time a necessity to establish a school for the purpose of fitting school principals for their work. The relation of our high schools to colleges, whether east or west, would be a proper subject for the consideration of the society.

The paper on *Musical Instruction* by Mr. Whittemore was full of thought, discussing pointedly the questions of note-singing, primary instruction, reading music, singing by rote, theory, and use of voice. We forbear attempting a report of the essay, as its author has promised to give the readers of the Teacher the benefit of his suggestions in a series of contributions to commence in a few months.

The lecture of Miss Peabody on the subject *Kindergartens* was one of the most important, and the discussion following it one of the most instructive, exercises of the meeting. This lady has spent years in study and observation of the methods of educating young children, and, as a result, has become thoroughly convinced of the correctness of Froebel's theory and methods.

After alluding to the necessity of much physical activity in the early life of the child and to the generally unappreciated opportunities placed in the hands of the mother for its education, she stated that the author of the Kindergarten named the school thus because his idea was that children needed a culture as careful as did plants to develop them rightfully. As soon as the child passes into the schools, the course of education is such that he feels that in after life he has but a defective development.

Too much attention is given in schools to the exaction of obedience and the suppression of constant incipient rebellion; and this obedience is often asked to a very imperfect teacher.

The instinct of personal freedom is the great educational element. It is a sense of being the cause of things, and constructiveness is the only cure for destructiveness. It is often said that teachers can not teach children because they are inattentive. But they are only inattentive to the teacher; they are attentive to something else. Let the teachers go to the children, if the children will not come to them. To educate a child aright, he must be played with and sympathized with. The education of a child is successful as he is sympathized with, and this is the design of the Kindergarten.

Miss Peabody proceeded to present the intellectual development of the mind in the Kindergarten. Nature was then the teacher. Every thing was learned by doing something. The teacher explains sound, motion, and color, by means of playthings, and educates the senses, the touch, and quickness and accuracy of thought, by means of the plays of the pupils. Miss Peabody described the cubes and spheres used in those schools, and illustrated by example how the children were taught by the use of them.

She explained how, by the folding of a square piece of paper, and cutting it in various ways when folded, a great diversity of beautiful devices was produced. In the Kindergarten the mind is not strained, and yet the interest is kept alive. Miss Peabody referred to the teaching of Botany, and regarded it as one of the best means of introducing the graduates of the Kindergarten to the more abstruse sciences. The teachers must see that there is a constant intellectual operation going on in company with what they are doing. The object of these schools is to keep the ability to conceive mentally equal to the ability to do.

Dr. Edwards, Principal of the State Normal University, regarded the system as the true system, and in particular that sympathy should be the great principle in the management of these schools.

The discussion was further participated in by Mr. Williams, of the Clark School, Chicago, who asked how the school-rooms were arranged. Miss Peabody said there would be two rooms, and one for a play-room. One teacher could not teach more than 24 pupils. Froebel himself trained teachers, and after he died those whom he had trained formed an association, who instructed girls in the arts of Kindergarten instruction. Froebel held that what all children should be instructed in were the legitimate objects of instruction in Kindergartens.

The children must be taught what is universal, and not what is peculiar. It is impossible to sympathize with the individual imaginations of children, but the teachers should always strive to cultivate what is general. Miss Peabody said a lady very well trained in Kindergarten principles had established a school in Evans-ton, which, she believed, would succeed. The teachers must be thoroughly posted

It is just as impossible to teach a good Kindergarten without training as it is to teach music without special training.

Mr. Cutter, of the Washington School, Chicago, asked what the Kindergartens were good for if the poor children could not go to them.

Miss Peabody said poor children did go to them, and they had actually been forbidden in Prussia because they were regarded as too democratic. She desired that these schools should be general, and her experience was that the poor children in Germany attended these schools almost exclusively.

Mr. Slocum, of the Moseley School, Chicago, asked what relation the Kindergarten held to the public schools.

Miss Peabody replied that they were not related at all. She then gave a history of the schools in Germany.

Mr. D. S. Wentworth, of Cook County Normal School, asked how much it would shorten the ordinary attendance at the public schools, if children were taught in Kindergartens first.

Miss Peabody replied that the quickness of the intellect alone acquired in these schools would cause them to learn much more rapidly than under the ordinary system alone.

Mr. Wilkie, of Oak Park, gave his ideas of the Kindergarten. He found that pupils trained in those schools seemed to have a much better idea of language, and to comprehend it much better than pupils not trained in those schools.

Mr. Blodgett of Rockford, said where these manipulations could be successfully carried out, the pupils would have served an apprenticeship to all the fine arts. He had studied his babies' habits in order to ascertain the natural order of the development of the senses, and had been able to refute the dogmas of a first-class educator. We must study the nature of children, and not depend too much upon theorists.

Mr Alfred Kirk, of Carpenter School, Chicago, asked whether there was not something more in the Kindergarten to be obtained than the power of constructing. Was not systematic conversation the great means of acquiring the best fruits of the schools.

Miss Peabody responded in the affirmative. The great object was to get the attention of the pupils.

Mr. Kirk thought there was a culture that the child needed before entering the public schools. The power of language should be cultivated, for if they could tell what they knew accurately, they would be taught to think correctly.

Mr. Thorpe, of Polo, thought perhaps this thing was being overdone. He thought the intellectual part of the child should be left alone in the early age of the child, and its physical nature should be cultivated.

SCHOOL STATISTICS.

The subject of *School Statistics* was presented in a carefully-prepared essay by E. W. Coy, of Peoria. After considerable discussion, the matter was referred to a special committee, consisting of Messrs. Coy, Etter, and Wentworth, which reported recommending the adoption of the following rules and regulations respecting school records and reports:

1. A report, in the following form, of the schools under his charge shall be made by

each superintendent at the close of the last week in each and every month, and be forwarded to the Schoolmaster and the Illinois Teacher for publication :

Report of Schools in the City of for the month ending 18

Number of Pupils Enrolled
Number of days of School
Average number Belonging
Average Daily Attendance
Per cent. of Attendance
Number of Tardinesses
Number neither Absent nor Tardy

Superintendent.

2. A report shall likewise be made at the close of each school year, and for forwarded in like manner for publication, containing the following items: First—Whole number of children of school age. Second—Whole number of different pupils enrolled. Third—Number of male teachers. Fourth—Number of female teachers. Fifth—Highest salary paid male teachers. Sixth—Lowest salary paid male teachers. Seventh—Average salary paid male teachers. Eighth—Highest salary paid female teachers. Ninth—Lowest salary paid female teachers. Tenth—Average salary paid female teachers. Eleventh—Salary of superintendent. Twelfth—Cost per pupil for tuition. Thirteenth—Entire cost per pupil. Fourteenth—Average number belonging. Fifteenth—Average daily attendance. Sixteenth—Per cent. of attendance. Seventeenth—Number of tardinesses. Eighteenth—Number of days' absence. Nineteenth—Number of weeks at school.

3. The ages of all pupils shall be taken in years and months immediately upon their entering school.

4. Every pupil, upon entering the school, prepared with books and other requisites for performing his work, shall be enrolled as a member of the school, and the record of every pupil so enrolled shall be preserved, and shall enter into and form a part of the record of the school, whether he be a member for one day, for one week, or for an entire term.

5. Every pupil who shall have been in attendance during half or more than half of a given session shall be accounted present for that session; otherwise, he shall be accounted absent.

6. The name of any pupil who shall have been absent five consecutive days for sickness shall be dropped from the roll; and the name of any who shall have been absent for three consecutive days for unknown cause, or for other than sickness, shall be dropped from the roll as soon as the teacher has positive knowledge that he has left and does not intend to return.

7. No record of attendance shall be kept for any half-day unless the school shall have been in session for at least one-half of the half-day.

8. Any pupil that shall be absent from the school-room at a definite time previously fixed for the beginning of the session shall be marked tardy; except in case where a pupil, after having been present in the school-room, shall be sent by the teacher into other parts of the school-building, or upon the school-premises, to attend to business connected with the school.

9. The average number belonging shall be found by dividing the whole number of days of *membership* by the number of days of school.

10. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

11. The per cent. of attendance shall be found by dividing one hundred times the average daily attendance by the average number belonging.

12. The cost of tuition per pupil shall be found by dividing the amount paid to teachers and superintendents by the average number belonging.

13. The entire cost per pupil shall be found by dividing the entire expense of the schools, including the amount paid to teachers and superintendents, the amount paid for fuel, ordinary repairs, and other contingent expenses, also the interest at 6 per cent. on all permanent investments in buildings, grounds, apparatus, etc., by the average number belonging.

The report of the committee was adopted, and provision made for the issuing of proper blanks, which will be distributed to members of the Association in season for use.

SUPPLY OF TEXT-BOOKS.

Mr. E. C. Smith, of Dixon, read an ably-written paper on this subject, of which he has kindly furnished us the following abstract.

The expense of school-books has of late engaged the attention of parents, and has been the cause of no little discontent, and they are looking and hoping for some remedy. The main question in this discussion seems to be, Will it be economical? and nearly all the interest in the subject clusters around this one inquiry. Our state expenditures for school purposes are almost alarmingly large. During the year 1868 there was expended in Illinois the enormous sum of \$6,896,879 dollars—greater, probably, than that of any other state. And of this sum over 5,000,000 dollars was raised by the school-district tax and the two-mill tax. Now will it be best to add another considerable sum to the above to provide pupils with books? It is estimated that each child attending the public schools during the year has paid at least one dollar and a half (probably more) for school-books, which, for the 706,789 children enrolled in the schools for the year 1868, would give the sum of 1,060,170 dollars. And this sum has been paid *principally* by those who had already paid this other sum of over \$5,000,000. If, however, the books for the pupils should be purchased by public funds, they could be obtained with the discount off usually allowed dealers—say 30 per cent.—and which on the 1,060,170 dollars would be 318,051 dollars, or nearly 50 cents for each pupil. We learn, also, from places where this system has been tried, that the expense is lessened even more than this.

New-York City paid 100,000 dollars to furnish her 200,000 school-children with books, or 50 cents each; and in Bristol, R. I., the annual expense for each pupil was about 80 cents. From various other places from which we could glean information the fact is clearly shown that the plan would most certainly lessen the expense of this school item.

There would also be fewer books needed than by the present system. The books would not be laid aside upon the shelves in the closets, there to mould and become useless, but would be kept in constant use until worn out.

Another advantage would be a uniformity of text-books in the same school-district. In large towns and cities the schools do not suffer much from a diversity of text-books, but in country schools they do.

This plan would also enable the teacher to maintain a closer supervision over the books used in his department; and he could compel the pupils to take proper care of them.

But this question is not altogether one-sided: there are some objections to this plan, and those, too, which ought not to be ignored.

In the first place, it will have a tendency to lessen the value of books in the estimation of the pupil. We are apt to prize most what costs us most; and if pupils are furnished with all their text-books without even a thought on their part, they may soon learn to care little for them. There is a disposition, especially on the part of children, to undervalue money or what costs money; and this same tendency among certain classes of adults leads to numerous evils in the world, and particularly in this country; and bankruptcies, divorces and suicides are some of the fruits of this sentiment. We must not suppose, however, because the wheels of society creak and groan under this and kindred evils, that the whole social fabric is about to tumble in ruins around us. Yet these evils *do* exist, and no such powerful agency as the public schools ought to be used to increase them; and they need not. This plan under discussion may be adopted and still be so guarded as to work no ill in this direction.

A second objection is that this system will impose an additional tax upon those who have no children to send to school. They now cheerfully submit to the taxation, which is in many places really onerous; and is it well to ask them to assume any more of this burden?

The third objection which I will notice is that many teachers are so negligent in caring for school property that they would be so extremely lax in enforcing regulations that the people would become disgusted with the whole thing.

It seems to me that the system is of itself a good one. But in the present state of school matters in our state I would not recommend its general adoption, as so many of our school-districts are now incumbered with indebtedness. In those districts, however, where the people have good school accommodations and are *out of debt*, I would recommend a just and favorable trial. But, wherever tried, let the system be well and strongly guarded by careful and rigid regulations and restrictions.

From the State Departments of ten states, in answer to circulars on this subject, I received responses, and from only one was the report adverse: this was from Massachusetts; while from all the towns and cities where the plan had been thoroughly and carefully tried it was highly commended, and the assertion made that the people would not, under any circumstances, return to the old plan of having pupils furnish their own books.

Mr. J. L. Pickard, Superintendent of Schools, Chicago, said that it was assumed that the public weal was the only ground upon which a tax could be levied for any thing. The question, then, is, How far can money be taken in this way? Are there not cases where children are kept from school for want of proper clothing, and should the clothing, in such cases, be furnished at public expense? Should proper food be furnished at public expense when improper food is furnished at home? Is it not well to allow the people to expend their own money in these cases? One of the educating processes of the schools should be to teach the pupils how to be economical, how to use money to the best advantage. Mr. Pickard maintained that there would be but little difference in the cost of books. Pupils will not use second-hand books. They do not want books that have been damaged and defaced by other pupils. The total expense, therefore, would be as great under the free system as under the present system. Rich people would purchase their own books, and thus the pupils would establish a sort of caste in the school, which would be detrimental.

Mr. S. M. Etter, Superintendent of the Schools of Bloomington, was the next speaker. He had had no experience in the system, and yet he had given it some

thought. He believed that children did not read enough. If the books were furnished at public expense, this difficulty could be obviated. Mr. Etter had written to the superintendents of several cities, and had ascertained that the average cost of books per pupil was about 90 cents. In Bloomington the cost to each pupil was about \$1.90. He believed that they could be furnished for about 60 cents per pupil, if the books were furnished at public expense.

Mr. Cutter thought one of the great advantages of the present system was that a pupil obtained a new book once a year at least. There was an enthusiasm produced by a new, clean book that ought not to be abandoned. He believed in allowing pupils to 'turn over a new leaf' occasionally.

Mr. Snow, of Batavia, related his experience in regard to the system of furnishing books at the public expense. He found it to work very satisfactorily.

Mr. Kirk believed that in hardly a single instance did a pupil do justice to himself when his books were furnished at public expense. They all seemed to be lower in grade than the pupils who bought their own books.

SCHOOL ACCOMMODATIONS.

Mr. E. A. Gastman, Superintendent of Schools of Decatur, Ill., read a paper on *School Accommodations*. He discussed at considerable length bucolic quarrels that required to be allayed before a new school-building could be decided upon. There was a great tendency to erect showy buildings, in a spirit of rivalry between one town and another. But many of these buildings were not paid for, and the speaker believed it to be better to build plain buildings and have them paid for. It was not necessary to erect very large buildings for the purpose of gradation. He had found that four-room buildings were amply large enough, each room to accommodate 64 pupils. It was better to erect buildings plain on the exterior, and have them well furnished, than to have elegant exteriors poorly furnished. Mr. Gastman detailed at great length the method of ventilating and heating the school-houses of Decatur. Not a pupil had asked to warm his feet in two years, and the headache was unknown inside of the building.

The subject was discussed by S. W. Maltbie, of Geneseo. School accommodations must vary according to the wealth and population of the community in which they are erected. Too little thought is given to the subject of school-buildings.

Mr. Etter, Superintendent of Schools, Bloomington, advocated the erection of small buildings. It required all the power a man had to perform the police duties of a large school, say of 1,200 pupils. He was not in favor of large school-grounds. He did not believe any ground was needed for play-ground. He was in favor of more limited recesses, short sessions, and sending the children home at the end of the session. He favored play-rooms in the basement for small children. One great fault in school-buildings was that there was not stairway room enough. One of the three-story buildings in Bloomington had but one stairway, and two large furnaces directly under it. If the building should take fire, he did not see how the children could be saved.

Mr. Griffith inquired whether it was not injurious to female students to travel up and down three or four flights of stairs.

Mr. Boltwood, of Princeton, said that in most buildings there was no provision for a library or a cabinet. There ought to be these means of varying the ordinary text-book routine. Mr. Boltwood was in favor of large school-grounds. He had a five-acre lot about his building, and found it to add much to the convenience and comfort of the school.

Dr. Samuel Willard, of Springfield, thought that the cause of ill health in female pupils was the result of something more than going up stairs. It was bad enough to travel up stairs, and was the most unprofitable work that any person can do. Yet female dress was such that no doubt it caused much of the ill health peculiar to that sex.

SPECIAL INSTRUCTION.

Mr. I. S. Baker, of the Skinner School, Chicago, read a paper on *Special Instruction*. He urged several cogent reasons against teachers limiting themselves to the teaching of a single subject only. All we need now is professional training. By special teaching the teacher would lose his influence over the moral natures of his pupils, and would not feel the responsibility that belongs to him. In Chicago, the change of pupils from teacher to teacher is a great evil.

Mr. Baker then presented the arguments on the other side of the question, and concluded that the department method will enable teachers to do better work. It allows of more concentration of effort.

The discussion was continued by Mr. W. A. Bemis, of Rock Island, Mr. H. H. Smith, and others.

The next meeting of the Society will be held at Rockford, commencing July 5, 1871.

The Treasurer, Mr. Snow, of Batavia, reported a balance in the treasury of \$85.60.

The officers for the ensuing year are — *President* — A. Gove, Normal, Ill. *Secretary* — H. H. Smith, Alton. *Treasurer* — B. R. Cutter, Chicago. *Executive Committee* — E. C. Smith, Dixon; S. M. Etter, Bloomington; Matthew Andrews, Macomb.

MEMBERSHIP OF THE ILLINOIS PRINCIPALS' SOCIETY.

Old Members.

H. L. Boltwood,	Princeton.
A. J. Sawyer,	Sandwich.
P. R. Walker,	Dement.
W. F. Bromfield,	Mendota.
George F. Ricker,	Omaha.
George S. Wedgwood,	Lasalle.
F. M. Tyler,	Lockport.
J. H. Atwood,	Onarga.
William Bradley,	Marseilles.
O. C. Johnson,	Pecatoncia.
J. H. Blodgett,	Rockford.
S. M. Etter,	Bloomington.
H. J. Arnold,	Warsaw.
H. A. Neal,	Watseka.
S. Bogardus,	Marengo.
J. Thorpe,	Polo.
Aaron Gove,	Normal.
D. S. Morrison,	Quincy.
H. O. Snow,	Batavia.
O. T. Snow,	"
H. P. Hall,	Sycamore.
W. Wilkie,	Oak Park.
W. A. Jones,	Terre Haute.
J. Bellanger,	Champaign.
W. H. Brydges,	Tiskilwa.

A. E. Rowell,	Kankakee.
G. G. Alvord,	Freeport.

Members joining at Chicago.

M. Andrews,	Macomb.
W. D. Hall,	Lasalle.
J. S. McClung,	Hennepin.
S. W. Maltbie,	Geneseo.
S. H. White,	Peoria.
E. C. Smith,	Dixon.
R. Edwards,	Normal.
O. F. Barbour,	Rockford.
H. J. Sherrill,	Belvidere.
I. F. Kleckner,	Freeport.
B. R. Cutter,	Chicago.
C. M. Wright,	Dover.
George Howland,	Chicago.
S. M. Heslet,	Clinton.
S. N. Griffith,	Geneva.
Henry Freeman,	Rockford.
I. S. Baker,	Chicago.
Samuel Willard,	Springfield.
John Ellis, jr.,	El Paso.
E. A. Gastman,	Deatur.
F. C. Garbutt,	Mason City.
E. W. Coy.	Peoria.

SALARIES.—It has been thought by some that, on account of the stringency of the times, the gradual appreciation of currency to a gold basis, and the general tendency to the situation before the war, there would be a depreciation of wages paid to teachers. But the general disposition has thus far been to allow them to remain at the figures of the past year, if not to raise them.

In Chicago, after quibbling over the matter for a while, the Board of Education have fixed the salaries as follows: Superintendent, \$4000; Assistant Superintendent, \$2300; Principal of High School, \$2500; Principal of Normal School, \$2200; Principals of District Schools, \$2200 after two years of service; Principals of Primary Schools (ladies), \$1000; Head Assistants, \$1000; Assistants in Grammar grades, \$800 (maximum); in Primary grades, \$700 (maximum); Music Teachers, \$2000. Though in one or two cases this is a slight reduction, the rate is essentially the same as last year.

In Peoria, the salary of the Principal of the High School has been raised to \$2100, and of the Principals of the District Schools to \$1400 (maximum), being an increase of \$200 in each case. In a few other instances the salaries of individual teachers have been raised by smaller amounts.

In several towns we understand the term of school has been shortened to nine months, without changing wages, virtually raising them about ten per cent.

RAILWAY ARRANGEMENTS FOR THE NATIONAL TEACHERS' ASSOCIATIONS.—The following railway companies have consented to grant free return to members of the Association who may have paid full fare in coming over their roads: Cleveland, Columbus, Cincinnati and Indianapolis; Pittsburgh, Cincinnati and St. Louis (including the Pittsburgh and Cincinnati and Indianapolis and Chicago Divisions); Indianapolis, Peru and Chicago; Toledo, Wabash and Western. The following companies have made special arrangements as stated below: Pittsburgh, Fort Wayne and Chicago, two cents per mile; Milwaukee and Chicago, half fare; Chicago, Rock Island and Pacific, three-fifths the usual fare.

Teachers who attend the convention and desire to avail themselves of the above reduced rates must, *before they leave home*, obtain certificates that they are persons properly entitled thereto, by applying, by letter or otherwise, to Andrew J. Rickoff, Superintendent of Instruction, Cleveland, Ohio. On the presentation of these certificates, at any station or landing-place on the above routes of travel, the parties named on them may purchase round-trip excursion tickets, good from the station where purchased and for return thereto, over the lines issuing the tickets. No person can avail himself of this arrangement unless he obtain such certificate and purchase his excursion ticket *before he leaves home*.

The Indianapolis and St. Louis and the Chicago and Northwestern Railroads will return members who have been in attendance on the meeting of the Association and paid full fare in coming, at one-fifth the usual fares. Tickets of the Chicago and Northwestern must be purchased on the way home, at the ticket office in Chicago, southeast corner of Lake and Clark streets.

The Northern Transportation Company will sell excursion tickets to teachers attending the meeting, at \$13.00. These tickets will be good for a passage by the lakes, from Chicago to Cleveland and return, including meals and state-rooms, provided that those who hold the tickets come in parties of not less than twenty-five each.

From a letter just received from Superintendent Rickoff, of Cleveland, we make

the following extract. "There are three routes open to teachers from Illinois: 1st, The Northern Transportation Co.'s line of Steamers; 2d, Indianapolis and St. Louis and the Cleveland, Columbus, Cincinnati and Indianapolis; and 3d, The Pittsburgh, Ft. Wayne and Chicago to Crestline, and thence by the C. C. C. and I. road to Cleveland. To avail yourselves of the route by the lakes, it will be necessary that you have such concert of action as will enable you to get together at Chicago on the morning of the leaving of the steamer, and further it will be desirable, perhaps indispensable, that five or ten days' notice of your intention be given to the proper officer of the N. T. Co. The necessity of your coming in a party of at least twenty-five is caused by the fact that the steamers do not stop at Cleveland on their way east, and they would be justified in departing from their usual route only by having a large number of passengers who might desire to stop here."

SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.—The attention of our readers is called to the programme for the next meeting of this body, given elsewhere in this number. It embraces discussions and papers on very important educational topics, by some of the ablest men in the state. If carried out to the letter, we are in doubt whether to pity most the speakers who are to deal out or the audience who are to take in so much mental pabulum in so short a time. The programme contains enough material for twice three days. But the people of Southern Illinois are awake on the subject of education, and when aroused they are not in the habit of doing things by the halves, which means that they move with twice the energy and effect of other people. Witness their munificent gift for the Southern Illinois Normal.

CENTRAL COLLEGE ASSOCIATION.—The proceedings and papers of this body for last year make a pamphlet of sixty-eight pages. The subjects discussed are *College Education and Scores*, *Secret Societies in College*, *Encouragement of Literary Culture through Voluntary Associations of Students*, *College Course of Study and Methods of Teaching*, *Athens and her Place in History*, *College Comity*, *True Idea of a University*, *Parallel Courses of Study*, and *Duty of the State to Higher Education*. The next meeting of the Association will be held at Oberlin College, Ohio, commencing Tuesday, August 23d. The following is the programme for the meeting: *Inaugural Address*, by President A. L. Chapin, of Beloit College, Wis.; *Competitive Examinations for Public Offices*, by President McCosh, of Princeton College, N. J.; *History of Courses of Study*, by President Everest, of Eureka College, Ill.; *Tendency of European Universities to Modernize their Courses of Study*, by President Hartshorn; *College Examinations*, by President E. O. Haven, of Northwestern University; *Modern Mathematics in the College Course*, by Professor Safford, of Chicago University. At the meeting of the Association last year, twenty-five colleges were represented.

STATE TEACHERS' INSTITUTE.—The annual session of this body will be held in the Normal University Building, at Normal, for two weeks, commencing August 8th. Exercises will be conducted by the Normal Faculty, assisted by Profs. Boltwood, of Princeton, and Blodgett, of Rockford, in Reading, Arithmetic, Geography, History, Phonics, English Grammar, Botany, Etymology, Gymnastics, Elementary Instruction, Elementary Chemistry, Natural Science, Writing, and School Management.

The last hour daily, and the last morning hour on alternate days, will be at the

disposal of the Institute. The Institute will be divided during a portion of each day into sections corresponding to the departments of a graded school.

Messrs. Hewett, Stetson and Cook have been appointed Committee on Programme.

On Tuesday and Wednesday, Aug. 9th and 10th, Dr. Bateman will conduct an examination of candidates for State Certificates.

Board in the village of Normal costs \$4.00 to \$4.50 per week. There are no charges for tuition.

The following railroads will return members at one-fifth fare: C.A. & St.L. R.R. (full fare paid in coming), Ill. Central R.R. (full fare paid in coming), on or before Aug. 28th., C.B. & Q. R.R. (full fare paid in coming), *via* Mendota, Peoria, or Camp Point, the I.B. & W. R.R. from Bloomington, and the C. & N.W. R.R. *via* Chicago. It is confidently expected that similar reductions will be made by the C.R.I. & P., P.P. & J., T.H.A. & St.L., and T.P. & W. Railroads.

RICHARD EDWARDS, Pres't Ill. State Teachers' Institute.

PROCEEDINGS AT OTTAWA.—The Committee on Publication request us to state that a copy of the proceedings of the State Association at its meeting at Ottawa has been sent to the address of every member as recorded in the Treasurer's book. Some have failed to receive their copies for lack of definiteness in the address, while others have not borne in mind the fact that only those paying the annual dues of the Association are entitled to receive them. Copies can be supplied to those wishing them for seventy-five cents each. Copies of proceedings of both Peoria and Ottawa meetings can be had for \$1.50. Address E. W. Coy, Peoria.

COMMENCEMENT ANNIVERSARIES.—The year of work in schools of all kinds has passed. The following summary will show the size of the graduating classes of such colleges and high schools as have sent us an account of their exercises. As a whole, the results have been highly encouraging, showing an increasing attention of the people to higher culture.

The Northwestern Female College, Evanston, conferred the degree of Laureate of Arts on two young ladies, and that of Laureate of Science on seven.

Northwestern University, Evanston, conferred the degree of A.B. upon eleven young men.

The State Normal University graduated fourteen ladies and thirteen gentlemen, and five students from the High School of the Model.

University of Notre Dame, South Bend, Indiana, conferred the title of A.B. on three young men.

Lombard University, Galesburg, graduated two young ladies with the title Laureate of Arts, five gentlemen with that of B.S., and four with that of A.B.

The Northwestern Christian University, Indianapolis, Ind., graduated a class of six.

Knox College, Galesburg, graduated from its female department, 8; from its male department, 6. The course of study in the seminary has been extended to six years, so that ladies can now pursue all the studies taken in the college course. An attempt is being made, with good prospect of success, to raise \$200,000 as an additional endowment for the institution.

Michigan University graduated a class of seventy-five from the department of Science, Literature, and Arts, the largest class that has ever left the institution. Aside from those whose homes are in Ann Arbor, the average expenditure of the

class has been \$1500. One has spent only \$675 during the whole course. The average class man is five feet nine inches in height, 23 years 5 months and 21 days old, and weighs 138 pounds. The summary of students for the year in this department is 466; in the department of Medicine and Surgery, 388; department of Law, 308; total, 1112. The coming year promises a large attendance at the university. Over eighty students have already passed the examinations for the Freshman class, among whom are three young ladies. It is stated by a member of the faculty that the presence of a lady in the class for the past year has exerted a civilizing influence on the other sex, and has tended to stimulate to a higher degree of scholarship.

The University of Chicago graduated a class of 16.

The Cook County Normal School sent out a graduating class of fifteen.

The graduating class of the Peoria County Normal numbered four. Hon. Newton Bateman delivered an address at the closing exercises of the school.

At the commencement exercises of Iowa University there were fifty-two graduates from the Normal and Collegiate classes. The address of Dr. Bateman was pronounced the ablest exercise of commencement-week. The regents voted to continue the medical department.

Yale College sends out a class of 113 graduates. The average age of the class is 22 years 6 months and 14 days; average height, 5 feet 10.8 inches; average weight, 145 pounds; average expense during the whole college course, \$4,255.50.

Brown University graduates a class of forty-six.

Columbia College bestowed the degree of A.B. on thirty young men, and that of Mining Engineer on eight.

The graduating class at Princeton, N. J., numbered eighty-six.

A class of twenty-seven left Union College with the degree of Bachelor of Arts, and six with that of Civil Engineer.

Seven young ladies graduated from Elmira Female College, N. Y.

High Schools.—Princeton High School has sent out its first class of graduates, numbering twenty-one.

Decatur High School had eight graduates.

Peoria High School, sixteen.

Paris High School, six.

Cincinnati High School, fifty-two.

Chicago High School, forty-five from the General department, and nineteen from the Normal department.

The High School at Macomb graduated a class of twelve.

The Aurora High School (East Division) graduated a class of thirteen; that of the West Division, a class of five.

DEATH OF HON. A. J. CRAIG.—The news of the death of Hon. A. J. Craig, Superintendent of Public Instruction for the State of Wisconsin, will fall heavily upon the hearts of all engaged in education in the West, especially in his own state. Mr. Craig died July 3d. In an executive order, Governor Fairchild says of him, "He was honest, upright, and conscientiously faithful in the performance of his duties, in every relation of life. The cause of education was dear to his heart, and he brought to it the most earnest zeal, energy, and devotion. The improving condition of our common-school system, the increasing interest of our citizens in the subject of popular education, the ardor of our teachers to excel in

their high profession, all testify to his ability and fidelity in the performance of the duties intrusted to him by the people of the state. Wherever he went, he organized effort, awakened interest, and imparted to others somewhat of his own energy and zeal."

His successor in office is Rev. S. Fallows, of Milwaukee. Mr. Fallows is a graduate of the State University, and was at one time a prominent candidate for the office which he now holds.

THE TRAVELING KEY.—Our teacher gave us a new game the other day. She said that the girl who was at the foot of the grammar-class should have the key of the school-room hung around her neck when she went out to play at recess; and the only way for her to get rid of the key should be to catch some other girl in a mistake in grammar. Then the one who had made the mistake was to wear the key until she got rid of it in the same way.

Amy was at the foot of the class when the bell rang for recess; and out she went with the key tied to her neck. We played tag at first; and Nelly Gray had to put the key on because she said, "It is n't me." The teacher had told us that very morning to say, "It is not I," or "It is I."

Nelly did not keep the key long; for, in a few minutes, Jenny cried out, as she slapped Nelly on the back, "You 'm it." How we laughed! It was just the same as saying, "You *am* it," instead of "You *are* it."

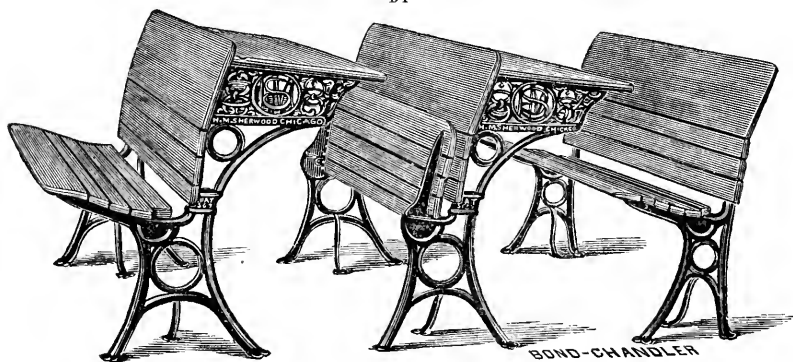
Jenny was just about to go in with the key on her neck, when Susan pointed at her and said, "She looks pretty, do n't she?" "Ah! I've caught you," said Jenny, "'Do n't she' is not correct. You should have said 'Does n't she.'" So Susan had to wear the key in, after all.

All the girls took part in the game in good humor; and it made us take care how we talked.

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NUMBER 9.

VOCAL MUSIC IN OUR PUBLIC SCHOOLS.

BY F. HANFORD.

At the recent meeting of the Illinois State Principals' Society, a very able and interesting paper upon the above topic was read by E. E. Whittemore, Esq., Teacher of Vocal Music in the Chicago Grammar Schools. The essayist confined himself to the consideration of *what* should be taught and methods of teaching. The time allotted for discussion was lost by failure to open the session according to programme, and that is my excuse for this brief and crudely-prepared article.

The theory of educating at the expense of the state is based upon the assumption that the safety and perpetuity of representative government depend upon popular intelligence and demand a system of free public instruction. Our law provides that he who designs to teach in a public school must first pass satisfactory examination in orthography, reading, writing, arithmetic, grammar, geography, and U.S. history; and that school directors shall exclude none of these branches, but may introduce such other branches as local interests may justify and require.

The state proceeds upon the hypothesis that the individual must be able to spell, read, and write, in order that he may receive and communicate such intelligence as bears upon his relation to the body politic, and that he may have the necessary preparation for pursuing other branches; he must understand something of arithmetic, that he may compute and more readily appreciate the various forces in the political economy of the state, and so be guided in his duties as elector or legislator; something of grammar, that he may use our language with a

fair degree of accuracy and elegance, be enabled to appreciate its genius, and to frame and interpret laws; something of geography and history, that time and place, cause and effect, relation of past to present, relation of other communities and the world at large to his own community and to his own country, may guide him in his political duties. A complex but symmetrical idea of self-support, wisdom, and justice. Utility is the controlling element: first, to make the individual self-supporting; and second, to make him a good citizen.

But the law, in giving to boards of education the authority to extend the range of study beyond the given schedule, undoubtedly contemplates the propriety of including, as far as local conditions warrant, studies that open the way to larger thought and higher culture, that encourage the love of the true and the beautiful, and that thus add to the sources and sum-total of human happiness.

A majority of the larger schools of the state have, probably, availed themselves, to a greater or less extent, of the latitude given, but chiefly in the direction of classics and higher mathematics. But are there not valid reasons for giving some place to the more distinctively æsthetical, such as music? Assuming that there are, I shall not attempt to dissert on the moral influence of music, its entrancing delights, its power to excite or allay human passions and emotions; but proceed at once to consider some of the obstacles that oppose the introduction of music, as a branch of study, into our graded courses, and how those obstacles may be overcome. If I mistake not, few places, as yet, embrace music in their programmes of study. The so-called practical spirit of the times excludes whatever bears not quite directly upon provision for physical want. But its successful introduction into the graded courses of the larger cities is attracting considerable attention and bringing forward warm advocates in many quarters. Now, although the law contemplates that the schedules of study shall be determined by the directors, yet it is a well-known fact that, in most cases, they seek the advice of their principals or superintendents; and it is incumbent on these to support their recommendations with argument and precedent.

Suppose a principal, or superintendent, as the leader of educational sentiment, desires to have music incorporated in the course of study of the school over which he presides. One member of the board, who is a professional man and conversant with the curricula of the best schools, may sanction the introduction, while his associate members may oppose, because they see no practical benefit likely to result. Of course, the first point is to convince the majority, or all, of the board.

This may be no small task; yet, in most cases, it can be accomplished by argument upon the merits, and by appeal to the usages of the best schools. This point gained, difficulty may arise from opposition in the community. In that contingency, it is not advisable to increase the opposition by attempting to override it, on the ground that you are guided and sustained by the action of your board. Seek, rather, to disarm the opposition by the same arguments and appeal that secured the sanction of the board, and by proposing a suspension of judgment until a thorough and just trial has been made. Much can be done, with both directors and people, by addressing a circular of inquiry to the heads of such schools as afford the desired precedent and submitting the answers received. The same remarks would apply, were any other branch of study at issue. Conciliatory arguments are the best; and, as a friend once advised me in an experience of this kind, so I advise: "Stroke the fur toward the tail."

Again, assistant teachers may fail to do the work skillfully, either from indifference, from want of preparation, or from supposed inability. The same determined effort which is demanded to prepare for instruction in other departments is needed and will suffice in music. The graded methods of instruction are so well defined and progressive that no live teacher need hesitate to undertake the work. As to the inability, it is more fancied than real. Every one can prepare himself in theory, and few will fail in acquiring ability to judge of pitch quite accurately, if they do their utmost to teach well. Those who some times find their judgment at fault can change work with the more successful, and surmount the difficulties in that way. It will be found, too, that in schools where vocal music is systematically taught, from the lowest grades upward, the number of unmusical pupils will be very small. The constant drill will develop some ability in almost every case.

If a board of education could not be induced to formally adopt music as a part of the course of study, they could not refuse to permit the experiment to be tried in a single division, and this might prove an entering wedge, that would open the way to its adoption at a future time. But the work will be far more satisfactory when the teacher has the same authority to assign duty, and require its performance, in this as in other studies.

This subject will commend itself to every one who desires to see all classes better prepared to find enjoyment in more refined pleasures, to hear worshiping congregations sing with both the spirit and the understanding, and, as before remarked, to add to the sources and sum-total of human happiness.

SUGGESTED GRADES FOR COUNTRY SCHOOLS.

BY G. W. BATCHELDER.

THERE is, in my opinion, a tendency among school-men, especially where free schools obtain, to place the amount of work to be accomplished by the average pupil out of proportion to his actual or even theoretical necessities; to insist more upon mathematical accuracy in recitation than real breadth of culture; to complete studies, rather than familiarize the pupil with the paths and roads leading to completion; to insist upon smatterings in the upper stories, rather than a sure foundation for the intellectual building.

In the following suggested form of grading in country schools, I have attempted to preserve harmony between teachers of high and low degree, and at the same time to secure the true advancement of the pupil.

A school ought to be arranged in six grades or classes, with studies to correspond, as follows:

Sixth Grade.—Primer thoroughly taught and mastered, both the reading and spelling; articulation of sounds; counting from one to twenty.

Fifth Grade.—First Reader; Primary Speller; counting to one hundred, with oral exercises in Addition and Subtraction. Commence the use of slate and blackboard.

Fourth Grade.—Second Reader; Mental Arithmetic; Spelling. Use slate and blackboard in preparing reading- and spelling-lessons.

Third Grade.—Third Reader; Mental Arithmetic completed, and Written commenced; Spelling; Oral teaching of Grammar; Primary Geography; and Writing with pen and ink.

Second Grade.—Fourth Reader; Written Arithmetic; Geography; Grammar; Spelling; Writing.

First Grade.—Fifth Reader; Higher Arithmetic; Analysis; Written Spelling; History; Composition.

Examinations with a view to promotion should be held every three months, and promotions allowed only upon a thorough comprehension of *all* the subjects taught in the lower grade.

To illustrate: Before a pupil should be permitted to pass from the fifth to the fourth grade, he should be able to read *well* in any ordinary first reader—taking it for granted that all first readers are nearly of the same scope; to spell eighty per cent. of the words in the same readers; count readily one hundred; name the pages and lessons of

his books at sight, both in the Roman and Arabic characters; name and designate the use of the different marks used for punctuation; be able to add and subtract mentally all combinations of numbers below twenty; make the Arabic and Roman characters on the blackboard, and give the sounds of the vowels.

To pass into the third, he should be able to call any of the words in the Second Reader at sight and read fluently; enunciate and pronounce accurately all words used in his recitations; spell eighty per cent. of words in the Second Reader; master Primary Arithmetic, and write his reading and spelling on the slate and blackboard.

For the second grade, he should have completed what is usually termed Mental Arithmetic, and understand the application of the rules of Written Arithmetic as far as Denominate Numbers; be able to read understandingly the majority of reasonably-correct newspaper articles; spell orally eighty per cent. of the words in ordinary spelling-books, and write correctly at least seventy-five per cent. of the same spelling; state the general divisions of Grammar, the parts of speech, and give reasons for the correction of sentences from oral instruction; give the general outlines of Geography, tell the boundaries of any one of the United States, and write a fair hand.

To enter the first grade, he should have completed Oral Spelling, Grammar as a text-book, Writing, Geography, and Intermediate Written Arithmetic; be able to read ordinary works in the English language so as to be understood and have the meaning comprehended by his listeners.

I have thus indicated, not a course of study, as time is not taken into consideration, but a system of grading which may apply to country schools: indeed, I am of opinion that the same system ought to obtain in cities and towns.

Elocution, Phonic Analysis, Gymnastics, Object Teaching, etc., etc., have been purposely omitted: not that they are worthless, but that they should all be strictly subordinate, and, together with researches into the minutiae of the so-called English branches, and the pursuit of an extended education, with the 'learned professions', be left for those who have the time and inclination to pursue them.

I insist that every boy and girl in the land should have the knowledge of each branch as indicated, to be by that means placed on the direct road to further investigation; and that beyond this all study should be left to the individual choice and inclination.

Carthage, Illinois, Aug. 3, 1870.

HOME LESSONS IN ORTHOËPY.—III.

BY THOMAS METCALF.

TEACHER, are you making any systematic effort to perfect your own pronunciation? Remember that your habits of utterance in the school-room, rather than the orthoëpic rules to which you refer your pupils, will mould the speech of the rising generation.

I proceed to point out other common errors found in the maltreatment of vowels.

1. There is the careful but unauthorized substitution of *a* as in *mate* for the proper flat *a* in *air*. The latter vowel is more open than *ā*; that is, the vocal channel is wider (deeper), on account of the lower position taken by the tongue. Good usage does not allow *āir*, *thāre*, *pārent*. We should insert the long flat *a*—*air*, *their*, *pārent*.

I have hinted that this error arises from a misconception, rather than from heedlessness. Former editions of Webster's Dictionary countenanced—at least, many careful students so interpreted—a sound of *a* before *r* which the latest edition expressly disavows. Webster now supports the Worcesterian instruction on this point.

2. It is painful to observe the frequency with which the long sound of *oo* fails of correct utterance. Some times this occurs on account of a short *i* before the proper vowel, thus giving rise to the ill-timed long *u*; but the substitute is oftener allied to the French *u* or to one of the German diphthongs. I may be unable to prūve my assertions trūe if I allow myself to be tū much mūved; so I will only hint that the error is common to tū many skūles. I *do assure you* that the *schools* may soon remove so poor a substitute for *oo*.

If you know your own pronunciation to be faulty in this respect, please to note that in giving the full sound of long *oo* the cheeks are drawn in against the side teeth, the mouth being, at the same time, rounded at the lips, and the voice projected upward.

3. Nothing serves better to indicate a neat pronunciation than does a uniformly correct utterance of the middle syllable in such words as *edifice*, *modify*, *navigate*. Doubtless the true sound is that of short *i*; yet a rude short *u* is so commonly heard in its place that the student, and the teacher too, may wisely be reminded of the necessity of drill on words of this class,—words, I mean, containing short *i* in an unaccented syllable.

Should it be said that our orthoëpists appear to countenance the pronunciation which I here condemn, I can do no better service than to

urge the objector to note very carefully what they really do teach, and to compare civic, modify, education, with civic, modify, edification. The vulgarity of the former will immediately appear.

LINES WRITTEN IN A SCHOOL-ROOM.

THE school-room is deserted now,
The happy children gone,
And silence rests upon the spot
So strangely, sadly lone.
There's loneliness within the walls,—
I miss the little feet
That echoed here a moment since,
And filled each vacant seat.
Gone is each voice of gladness,
And childhood's joyous tone,
And with my sad and lonely thoughts
Once more I'm left alone.
But now, methinks the room is filled
With spirits of the past;
A strange, sweet spell is in the air,
And all around me cast.
The echoes of the youthful tones,
That rung here long ago,
Steal o'er me like the far-off strain
Of music soft and low.
A fairy throng steal softly back
To their accustomed place,
And every vacant seat is filled
With a familiar face.
A bright and joyous band are they,—
The same sweet smile is there,
That often, when within these walls,
Their features used to wear.
And with them back they bring the light
Of childhood's happy days,
And round the room that lonely seemed
They shed sweet, bright'ning rays.
And o'er my soul the influence falls,
Like some soft ray of light;
And loneliness and gloom is past,
All, all around seems bright.

TWO WAYS OF DOING SCHOOL-WORK.—V.

BY E. L. WELLS.

A TEACHER ought, each year, to visit at least a dozen schools — such as have the reputation of being good schools. He should visit them with the intention of learning methods of teaching better than his own, and, having learned them, of putting them into practice in his own school. This is one of the greatest of aids for the advancement of schools.

Mr. Wouldbe had never visited schools for this purpose, and he took with him into his school-room some notions ‘as old as the hills’, which had been handed down from teacher to teacher of a class that has never learned that the earth and the teacher’s work are on the move.

One can, in mind, contrast the school-work of such a teacher with that of Miss Goodsense, who had visited many schools, had taken many notes, and had given much thought and some trial to many of the things she had heard and seen. Some of her notes are here given, and the reader can readily infer what Miss G. would be likely to adopt, what reject,—and can, with some degree of assurance, determine what Mr. W. would be likely to practice, in his inexperience and ignorance of school-work.

Visited Mr. A’s school. He had much to say, in a fault-finding way, of the teacher that had preceded him. Told of his poor discipline, and how he had found things generally in poor condition. Some scholars were reading in First Reader that did n’t know all of their letters; some in Second Reader did n’t know the names of all the pauses; some pupils had been promoted that should have reviewed; and some were kept in review that were well qualified to advance. A number of the large scholars did n’t know all of the multiplication-table; the school had not been drilled in the abbreviations, etc., etc.

I wonder if Mr. A. expects to leave nothing for the next teacher to do. I wonder if the next teacher will not find as much fault with him. I wonder if it does not show a weakness in Mr. A to be thus fault-finding. I do not remember to have heard our teachers of best reputation say any thing of censure in regard to their predecessors. It seems to me it would be better to take a school as one finds it,—say nothing about its condition, except to directors,—and then trust to an honest purpose and good work to secure from the directors and patrons of the school a proper appreciation of services thus rendered.

Visited Miss B's school. Her recitations were poor. She said so, and said they were the poorest she had heard during the term. She told most of her classes to take their lessons over again, and that she could not excuse them on the morrow for such very, very poor lessons. She was grieved the more, because she had company: her pupils never did so well when they had company, they were so easily embarrassed. She asked me to call again soon, and was sure I would be better pleased with my visit.

I believe all this was a miserable way to try to cover up poor work. A friend of mine visited Miss B's school a few days ago, and said it was just the same then. Why did not she require those scholars to learn those lessons then, before leaving the school? The pupils seemed to know that their teacher did not mean even what she did say. It is strange she could not 'see herself as others saw her'.

Visited Mr. C's school, and was greatly pleased with his fine discipline. His pupils did not even look toward the door as visitors were entering or departing. They were quiet, studious, attentive, and obliging. I don't just see wherein is this power of Mr. C, unless it is by example. He is quiet, industrious, attentive, and obliging. One boy was so much out of order that Mr. C. deemed it necessary to speak to him. He did so by simply calling his name in a low, pleasant tone, yet with a firmness indescribable. The boy was immediately in order, and remained so during the session.

I am inclined to think Mr. C has studied the question of discipline, for I have heard it said that in his early teaching he was very loud in threats and punished often, and yet had a very poorly-disciplined school.

If there is a power to be acquired by which one can govern well without seeming effort, I must have it, if possible. I have heard that Dr. Gregory has a fine lecture on the philosophy of good school discipline. Perhaps Mr. C. has heard him.

To-day I have visited Miss D's school, and have been especially pleased with the drill-work at blackboards. The commands of Attention! Write! Erase! etc., were as promptly obeyed as March! and Halt! would be by well-disciplined soldiery. The motto for blackboard work was—"Correctness, Quickness, and Neatness"; and I verily believe as much good work was done in half an hour as would be done in a day in some schools that I have visited. I would hardly have thought that so small children could have written so well numbers and tables, and have recited so well separately and in concert. This visit will be of great help to me in my school-work.

Mr. E is one of a class of teachers that think they must teach their 'pony' classes, as they call their smallest pupils, a list of things that they can not now understand, such as the names of the capitals of the United States and Illinois, of the first and last Presidents of our country, of the Governor of Illinois, of the Discoverer of America, etc., etc. To-day he asked a little boy "Who discovered America?" "John M. Palmer," said the little fellow, promptly. "No," said Mr. E, "Christopher Columbus." "Christopher Columbus," repeated the young hopeful. "What is the capital of the United States?" "John M. Palmer." "No, Washington." "Washington," was the echo. "Who assassinated Abraham Lincoln?" "John M. Palmer." "No, Wilkes Booth." "Wilkes Booth," said the urchin. "Who is Governor of Illinois?" "John M. Palmer." "That's right," said Mr. E; and an expression of satisfaction rested upon the countenances of the teacher and the pupil.

If all 'ignorance is bliss', I am led to think how happy must be Mr. E and his 'pony' class. I suppose he has spent as much time in trying to teach these pupils what they can not comprehend as would be necessary to teach them to do much such blackboard work understandingly as I saw done in Miss D's school.

WHAT SHALL BE THE STYLE, SIZE AND CHARACTER OF OUR SCHOOL-BUILDINGS?

BY E. A. GASTMAN.

SHALL one large, showy building, or several less pretentious ones, be erected? It is not always easy to answer these questions. The plan of the town has much to do with it. If compactly built, one will answer; if the reverse, two or three will be best. If one, it will pretty surely be a grand palace; fine towers and mansard roofs will be in the ascendancy. Rival towns must be humbled, and our vanity gratified at the expense of usefulness. Some of our towns have erected school-houses costing from forty to sixty thousand dollars, and are now paying their teachers in scrip worth whatever brokers see fit to pay. This extravagance is actually threatening the perpetuity of the free-school system in our state.

Expenses must be curtailed. Salaries are cut down to the lowest figure. Cheap teachers are in demand. The wealthy seek better

teaching, even though it be found in poorer houses. The masses are dissatisfied, and the schools soon become unpopular in the community.

It is frequently urged that we must have large houses, to secure good grading and save the expense of employing more than one principal. With four rooms very good classification can be secured: six or eight are preferable. Let small houses be provided for primary schools, with a larger one, if necessary, in the centre of the district. The difficulties of governing diminish with the number to be governed. One vicious pupil corrupts a whole school. Let this influence be exerted on the smallest possible number.

In towns of 2000 we shall have a school attendance of about 300 — probably less. To accommodate this number would require six rooms. Two houses will be best: one with four, the other with two rooms. In some cases it will be best to have a central house with four rooms, and two separate rooms in different parts of the town. In another class of towns, ranging from 3000 to 6000, there will be needed room for from 450 to 900 children. In the last case build three houses, one with six or eight rooms, and the others with four rooms each. If necessary, build primary rooms in crowded localities. In towns of 8000 to 15000 inhabitants, build more houses, or larger if desirable, and make a central house answer for the high school.

Rooms should seat 64 pupils. This number is large, but it allows the schools to expand during the winter months. These rooms should be 28×35 feet if single, or 25×33 feet if double desks are used. Ceilings should not be more than twelve feet high. Can be built of brick for from two to three thousand dollars each. Wooden buildings would cost 35 per cent. less.

Every house should have wide entrances, so arranged that the boys may pass at one end the girls at the other. *Outside doors should always open out.* Do n't take too much room for halls and stairways. Provide wardrobes, at least for the girls. Five feet will be wide enough. Arrange teacher's platform and pupils' desks so that the teacher may be near the door to attend to the halls. Provide a teacher's closet in each room. Fail not to have abundance of light. Let the sun shine directly into every room, if possible. You can not have too much blackboard; but do n't make it so high that children can not reach it. See that the mason takes especial pains to make the wall firm and smooth. Make him set the second coat with plaster and finish with lime and sand, so as to make the surface as hard as possible. Almost any slating will make a good board, if properly applied. Hard work nevers pays better than when applied to finishing a black-

board. Provide a good library and apparatus-room in every building. It is impossible to teach science to much advantage without apparatus; and this can not be preserved unless a room be provided for it.

Ventilate thoroughly. If not able to put in the patent systems, at least arrange the windows so that the sash may be lowered at the top and raised from the bottom. Several styles of ventilating stoves are now offered which are great improvements. Get plain furniture. Let folding desks and turn-up seats alone. Nothing better than single desk and chair.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, September, 1870. }

UNIFORMITY OF TEXT-BOOKS.

OVER fifteen years ago, the people of Illinois, represented in the General Assembly, enacted that there should be established and maintained a general system of free schools, for the thorough and efficient education of all the youth of the state, in those elements of knowledge which were considered necessary to qualify them for the common pursuits and employments of life, and for the intelligent discharge of the obligations and duties of citizenship. They further provided, at the same time, for the levy, collection and disbursement of the necessary taxes, for the election of the various classes of officers, the licensure and employment of teachers, and all the numerous and diversified agencies and instrumentalities required in the operation and control of the system.

It was a great enterprise, undertaken in behalf of momentous interests. The system, then launched, has held steadily on its way, unchanged in its essential features, until now. By the wise action of the late Constitutional Convention, it has at last a firm place in the fundamental law. It has settled down among the permanent interests for which the state is henceforth required to provide. If it has cost vast sums of money, it has, in return therefor, educated a great army of youth, and in a thousand ways benefited and blessed the state.

The system was founded with a full understanding on the part of the people, through their representatives, of the large expenditures that

would be required to carry it on. But it was expected and believed that the practical results of the system—the universal education of the people in the essential elements of secular knowledge—would justify and more than recompense the outlay. To make sure of this, the legislature of that day meant to clothe the administrative officers of the system with all needful authority and powers. This must be assumed. It can not be supposed that those intrusted with the management of such a system, created for such a purpose, and involving such outlays of money, would be left without the authority necessary to insure the largest and best results for the state. In the light of this self-evident truth, the whole school-law, in all its sections and provisions, must be interpreted and applied. If we find a right or power or duty to be absolutely essential to the accomplishment of the supreme object of the legislature in creating the system, we must claim and exercise that power, even though it is not explicitly conferred by the statute, and perform that duty, though it may not be expressly enjoined in the act, simply because the paramount purpose of the law, taken as a whole, demands it, and can not be attained without it. And much more must a liberal construction, in the interest of the palpable design of the legislature, be given to those parts of the law which do bear closely upon such indispensable powers and duties.

To apply these principles to a particular subject: We are forced, in public schools, to teach the pupils in *classes*. This is an inexorable condition, an absolute practical necessity, whatever our preferences and theories may be on the subject. The principal unit in the instructions and exercises of a public school is, and must be, *the class*; it is not, and can not be, the *individual scholar*. There can, of course, be considerable direct contact between the mind of the teacher and that of each separate pupil, and there should always be as much of this as possible. But it still remains true, and must, in the nature of the case, ever so remain, that the grouping of pupils into classes, and instructing them as such, is an absolutely essential condition of success in public schools. To teachers this proposition needs no argument; to those who are not teachers I can only say, here, that it is susceptible of the most palpable and irrefragable demonstration. For the present I lay it down as a postulate, and pass on.

Instruction by classes is equally indispensable, whether *text-books* are used, or not: the same practical necessity of dealing with the pupils in small masses, or groups, in stead of singly, existing in either case. But there is probably not one public school in the state where text-books are dispensed with entirely, and very few in which they are

not considered indispensable, and used habitually and constantly as the basis of study and instruction in all the classes. For all the purposes of the present inquiry, therefore, it may be assumed that text-books, in the hands of all the pupils, are an essential and integral part of the practical operations and workings of the school system throughout the state.

Is it possible to form classes, with text-books as the basis and guide of both study and teaching, unless all the pupils of each of the proposed classes are provided with copies of the identical book prescribed for each of such classes? Clearly not. This is too obvious for doubt — too plain for argument. To think of forming a text-book class of seven in English Grammar, for instance, while allowing one of the seven to use Wells's Grammar, another Greene's, another Kerl's, another Pinneo's, another Clark's, and the remaining two no book at all, is preposterous. There must, then, be uniformity of text-books in all of the several classes of the same school, and each member of a given class must be provided with a copy of the prescribed book.

We see, then, that the great, paramount object of the free-school system is to educate, in the best and most efficient manner, the largest practicable number of the school-going children of the state; that to this end the pupils must, to a great extent, be taught and instructed in classes; that some particular text-book must be adopted and prescribed for each class; and that every member of a given class must not only have *a* book, but *the* identical book so prescribed. And it logically follows, in virtue of the principles laid down in the former part of this discussion, that a supporting construction must be given to those provisions of the law which relate to text-books, and to the general management and control of the schools and school system; and that, in the absence of such direct provisions, the necessary powers must nevertheless be assumed and exercised.

Recurring to the general School Law, Section 48 provides that boards of school directors "*may* direct what branches of study shall be taught, and *what text-books* shall be used in their respective schools."

Is this provision mandatory, or only directory? It is held that it is imperative and peremptory. First, because such a construction of the word, '*may*', in a statute, in certain cases, is warranted by the highest judicial authority in the state. In 4 Gilm., 20 [Schuyler Co. v. Mercer Co.], the court say: "The word '*may*' means '*must*' or '*shall*' in cases where the public interest and rights are concerned, and where the public or third persons have a claim, *de jure*, that the power should be exercised."

The conditions on which the above ruling is predicated are emphatically fulfilled in the present case. The public interest and rights are deeply concerned in whatever affects the efficiency of the public schools, and I have shown that uniformity of text-books does affect the efficiency of the public schools; but there can not be uniformity unless the books to be used are designated and prescribed. 'May direct', therefore, means here *must* direct. Again, the public have a strong claim, *de jure*, that the power of prescribing text-books should be exercised, for the same reason just given: hence, there is the plain sanction of the Supreme Court for the opinion that 'may', in the passage quoted, means 'shall' or 'must'.

It is held that the directors are peremptorily required to direct what text-books shall be used, because, secondly, it is a duty the performance of which is vitally necessary to the realization of the paramount object for which the school system was established, as has already been shown. The same view is evident from the language, spirit and intent of the whole of the 48th section, and especially from the immediate context—the clause in relation to text-books being inseparably connected, both grammatically and logically, with that concerning the branches of study to be taught, respecting which the duty of the directors is of course imperative.

Again: As the duty of directors to designate the text-books that shall be used in their respective schools is imperative, so, also, is the duty of requiring, and, if need be, of enforcing, obedience to the rules and regulations adopted by them in relation thereto. And their *powers*, in this regard, are commensurate with their *duties*. Duty implies right. But the authority of the directors in the premises does not rest upon this principle alone: it is expressly conferred by the very terms of the statute. They are to "adopt *and enforce* all necessary rules and regulations for the management and government of the schools." The moment a regulation is shown to be 'necessary' for the welfare of the schools, the power to 'enforce' attaches. A rule enjoining uniformity of text-books has been demonstrated to be necessary, and it may and must, therefore, when adopted, be enforced. How can it be enforced—what are the penalties? Suspension, or expulsion. This is the very language of the law; and, as if to emphasize the point in hand, it occurs immediately after, and in the same sentence with, the requirement to prescribe studies and text-books: "they may [must] direct what branches of study shall be taught, and what text-books shall be used, *and* may suspend or expel pupils for disobedient conduct." If a pupil obstinately and persistently

neglects or refuses to supply himself with the necessary books, as required by the directors, it is an act of 'disobedience', for which, by the very letter of the law, he may be suspended or expelled, the same as for the persistent infraction of any other reasonable and necessary rule of the board.

I will here remark that what has been said of the right and duty of *directors* to designate and prescribe branches of study and text-books is in accordance with the letter and theory of the law. But in point of fact I suppose that the advice and counsel of the teachers, of the county superintendent, and of others who are experienced and well qualified in such matters, usually determine the course of the directors. This is wise and right. The questions pertaining to studies and the choice of books are exceedingly important and difficult, and no prudent board of directors will undertake to decide them, although they have the power, without first consulting with their teachers, and others of mature judgment. But this in no manner affects the case as it has been stated. Books and studies selected by the teacher or superintendent, and *approved and adopted* by the directors, are thereby as authoritatively and legally enjoined as if chosen and prescribed by the directors alone, without consultation.

Another remark: In selecting the text-books to be used, directors are advised, as a general rule, to designate those books and series, in the different branches of study, of which there are already the largest number of copies in the hands of the scholars. There may be instances where no regard should be had to this consideration: as, for example, where all of the books in use are unsuitable, obsolete, or worthless as school-books; or where the diversity of books is so great that it would be no object to choose from among them. But it will usually happen that the books owned by the scholars, though diverse, are yet good in themselves, belonging to some one or more of the approved and reputable series now in common use in the state. In all such cases it will be safe and advisable for the directors to save expense to parents as far as possible, and thereby lessen complaint, by adopting and prescribing those books or series of books of which there are the most copies already in the school. For, while there are marked differences even among the really good books, and teachers may have their preferences, yet these diversities are not so important as is the question of economy involved. To a really competent teacher it matters but little, comparatively, what particular text-books are used, provided they are not positively unsuitable or pernicious, while the saving that would result from the course recommended would be an object to many families.

It may be further remarked, that what has been said, and is yet to be said, is not to be understood as inhibiting or discouraging the *topical* method of teaching. The principles and instructions of this communication are perfectly compatible with that mode of instruction, whenever directors and teachers see fit to adopt it. If a teacher prefers that method, and is competent to carry it out, and has the approval of the directors in so doing, then these instructions are to be understood and applied accordingly.

Returning from this digression, it is proper next to inquire as to the powers and duties of the State Superintendent, in the premises. By the 8th section of the act, he is *required* to "make such rules and regulations as he may think necessary and expedient to carry into full effect the provisions of all the laws which now are or may hereafter be in force, for establishing and maintaining schools in this state." By the 9th section, he is empowered to cause all school-funds to be withheld from any township or district, and from the school-officers or teachers thereof, until such officer or teacher shall have complied with all the provisions of this act relating to his, her or their duties, and with such rules and regulations as he may prescribe, not inconsistent with this act; and to forbid the payment of any part of any school-fund to any district in which the school or schools have not been kept according to law."

In virtue of these provisions of law, and in the strong conviction that duty requires that something should be done to arrest the enormous injury to the schools from the prevalence of the evil in question, the subjoined propositions and instructions are respectfully submitted, for the information and guidance of whom it may concern:

1. Boards of school directors have the power, and it is their imperative duty, to designate and prescribe what text-books shall be used in their respective schools.

2. Boards of directors have the power, and it is their imperative duty, to require each and all of the pupils of their respective schools to provide themselves with the prescribed text-books, and to enforce the requirement by all reasonable means, including, in the last resort, the penalties of suspension or expulsion from school.

3. For failing, neglecting or refusing to perform the duties specified in the two preceding paragraphs, school directors are liable under the provisions of the 76th section of the act.

4. Diversity of text-books in the same branch of study, and in the same school, is held to be incompatible with that classification of the pupils which is indispensable to thorough and efficient instruction, and

therefore contrary to the true spirit, intent and meaning of the law; and hence, a school in which such diversity is persistently allowed and practiced can not be recognized as 'conducted according to law' in such a sense as to be entitled to participate in the distribution of the common-school funds.

5. County Superintendents of Schools are requested to call the attention of boards of directors to the matters herein set forth, and to explain to them, patiently, kindly and fully, their duties in the premises, and see that these views of the law in relation to text-books are carried out, as soon and as fully as practicable.

6. When a board of directors, after having been duly notified and instructed by the County Superintendent, and after a sufficient time has been allowed for compliance, persistently neglects or refuses to enjoin and enforce a uniformity of text-books in the schools under its control, and continues, knowingly and of purpose, to permit and allow a diversity of books in the same branches of study in said schools, as hereinbefore explained; it will then be the duty of the County Superintendent to report said school to the State Superintendent, as not conducted according to law, for the reasons aforesaid, and as having thereby and therein forfeited its claim to the public funds.

7. Upon receiving such a report from a County Superintendent, an order will be issued to the proper officers, under the authority expressly conferred by the 9th section of the act, directing them to withhold the school-fund from said district, until said directors shall have complied with the provisions of the law as herein construed, and until the schools in said district shall be conducted in conformity therewith.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

UNIFORMITY OF TEXT-BOOKS.—The attention of school-officers and teachers is especially invited to the communication on this subject in the Official Department of this number of the Teacher. The subject is one of the greatest importance in the practical working of our school system, and is deserving the careful consideration it has received from the State Superintendent. Were we to name one cause which more universally and more thoroughly wastes the time of the teachers and and impairs the efficiency of the schools of the state than any other, that cause would be 'diversity of text-books'. It is not saying too much to state that, in the

great majority of the schools, from one-tenth to one-half of the time and energy of the teacher is wasted, and, of course, as great a part of the expense, because they are uselessly divided in conducting several exercises in a single subject, made necessary by a multiplicity of text-books in the same study. Under the most favorable circumstances, too little time for the most profitable instruction can be allowed to an exercise in ungraded schools. Any movement which will tend to increase this amount of time will be a step in the right direction. Those intrusted with the management of the public schools will read with a great deal of pleasure the opinion of the State Superintendent already referred to. Its enforcement will have greater immediate effect upon the improvement of our schools than could any thing else.

CORRECTION.—*Ed. of Teacher*: A correspondent of your journal, in a recent article entitled *How to teach English Grammar*, makes a remark upon my book which does it great injustice. He calls it 'A book of definitions only'. In answer to this, I wish to say that the Primary part, of 16 pages, contains no definitions; the Intermediate part, of 63 pages, contains very few definitions, and these of the most essential terms; and the Common-School part, which is intended rather for those who require to know some of the technical terms of the language, is very far from being 'a book of definitions only'. I submit that the Intermediate part contains a grammar much after your correspondent's idea, as advanced in his article—beginning with the sentence, and defining only the things essential in the structure of the sentence.

H. L. BOLTWOOD.

Princeton, Ill., Aug. 22d, 1870.

SUBSCRIBE FOR THE TEACHER.—There are at least fifteen hundred teachers in this state who enter upon the responsible work of instruction for the first time this season. But very few of this number have ever received any special instruction preparing them for their new position. The great majority of them need every aid that can be rendered. To such the Teacher would come as a friend in need. From every number they would gain some hint which would be of immediate practical service in the school-room. Will not our friends call the attention of their fellow teachers to the advantage of reading a good educational journal, and ask them to send in their subscriptions at once? Shall the Teacher receive five hundred new subscribers within three months?

NATIONAL EDUCATIONAL CONVENTIONS.

We give considerable space, this month, to the meetings of the National Educational bodies just held in Cleveland. In the extent of their representation and influence, and in the importance and dignity of their proceedings, these associations exceed any others of the country. While their appropriate office has not yet been fully conceived and realized, they have done and are doing much for the advancement of the general educational interests of the nation. In the average excellence of the papers, addresses, and discussions, the meetings just held are fully equal to those of previous years, while in attendance they have been excelled but once or twice. There were present representatives from at least twenty-seven states. We note with pleasure the fact that Illinois was more largely represented than ever before save at the meeting in Chicago.

One of the most important objects accomplished was the revision of the Constitution, by which three separate organizations were consolidated into one, known as the National Educational Association, with four departments — one of School Superintendence, one of Normal Schools, one of Elementary Schools, and one of Higher Instruction. The constitution provides for the creation of other departments whenever the interests of the Association shall make it desirable. The advantages of this arrangement will be apparent to those who are familiar with the past doings of these bodies. While it secures to the resulting one the strength of its three predecessors, it does not restrain either one from its independence of action. By the arrangement to meet a portion of the time in departments, as much work can be accomplished in three days as could otherwise be done in twice that time. By the representation of all grades of educational labor in the different departments, a much larger attendance will be secured. It is hoped that departments representing other kinds of instruction will be organized, and that the time will come when educators of all classes shall turn their steps toward this grand national educational congress to promote the interests of their own particular department, and unite with each other in advancing the interests of general education.

THE AMERICAN NORMAL ASSOCIATION

was called to order by President John Ogden, who delivered an able address upon the *Condition and Wants of Normal Schools*. After noticing the fact of their popularity, and that they were in danger of suffering from the assumption of the name by numerous pretentious and showy institutions for the sake of riding into popularity, he stated that Normal Schools must be placed upon a more elevated, rational and substantial basis. They must do the work of first-class professional schools, or they had better quit the field. They must produce better teachers — teachers of broader thought, more expanded minds, and more liberal culture: not hobbyists, nor copyists, nor idealists, nor realists, exclusively, but large-hearted, clear-headed, strong-handed teachers — teachers that shall be able to grapple with the vital issues of the day; teachers that shall have power to wield the influences and to shape the destinies of the country. This class can only be produced, in any considerable numbers, by a higher grade of professional schools, whose duty shall be to guard the profession against the impositions incident to the present unsettled state of affairs.

In speaking of the necessities in the organization and management of these schools, Mr. Ogden said that they should be independent; or, in other words, they should not be subordinated to any other class of schools. They might properly exist as departments of universities where the collegiate or academic departments furnish the requisite qualifications in the branches of study; but in the normal school proper there should be nothing to distract the student from the exclusive pursuit of professional knowledge and skill, nor any thing to divert or subordinate these to any other pursuit in after life.

The objects and aims of the normal school should be so high, and the course of study and practice so complete, as not only to meet the increasing public demand for teaching ability of a higher order, but to satisfy the highest ambition of the student in a literary point of view; or, in other words, to leave nothing wanting to complete the profession.

They should be purely professional in their highest departments. They may properly have preparatory or academic departments attached, like other higher

institutions of learning, but the work of the normal school proper is *sui generis*. It is purely professional. If normal schools have any mission to perform in this country, where such abundant facilities exist for education, it is in this direct line. It is specific. Other institutions possess equal if not greater advantages, ordinarily, for imparting a knowledge of the branches of study. Why, then, should we number the normal school with them.

There should be a prescribed course of professional study and practice agreed upon by the profession, embracing a synopsis, at least, of all those sciences that relate to the body as a physical organism; to the intellect as a perceptive, receptive and reasoning agent; to the soul as the grand representative of all those psychological influences and relations that at once bind together and vitalize the whole range of human faculties.

In close connection with the foregoing, however, a model school should be attached to every normal school—a model in more senses than a mere school of practice. It should be a model in all its appointments. It should be supplied with the most extensive cabinet of curiosities and common things, with the very best modern apparatus, from the simplest to the most complex, so that the whole range of subjects and sciences could be illustrated at the same time that the use of the apparatus is taught. This, combined with object lessons, oral instruction, etc., might include a careful outline of agriculture, manufactures, commerce, business forms, etc.—in fact, an epitome of the world life the pupil is about to enter. All these should be presented for the study and practice of the pupil-teacher.

These schools should be endowed by the state. The propriety of providing a system of public instruction for a state and then deserting it to seek a precarious supply of teachers from all grades of knowledge and all ranks of employment is not readily apparent. When the candidate for the legal profession leaves college, he resorts at once to the law-school, or to months and years of patient reading and study; the doctor to the medical college, the divine to the theological seminary, the merchant to the commercial college, the mechanic to his apprenticeship. But alas! alas for the teacher! He goes at once into practice, though he may be as ignorant as a Hottentot of any of the laws of mental, moral or physical growth, or of the means to guide, control and furnish the immortal mind and soul of the material upon which he works. Save the little he may have picked up by the way, he must learn the trade after he goes into business. The state, therefore, should provide trained teachers for all her schools, as a matter of economy, and guard them carefully against the impositions incident to a system so extensive, and hence so liable to abuse.

Professor William F. Phelps, Principal of the State Normal School, Winona, Minnesota, presented an able report on the *Course of Study for Normal Schools*. He said that schools of an inferior quality, especially in the lower grades, are the rule, throughout the country, and first-class schools the exception. This is chiefly due to the fact that they are taught by untrained and ignorant persons. A significant fact is the large number of applicants for cadetships who fail to pass examinations even in the primary branches. He regarded the higher departments of study as of less importance, for defects in primary instruction are fatal to success. In our late war our grandest victories were won not so much by the improved and deadly machinery of war, as by the earnest intelligence of our volunteer armies. If primary training be faithful and efficient, the foundation is laid for certain suc-

cess and usefulness. To accomplish this, the proper training of teachers is the most essential feature. Method is every thing. A course of study for the people should be judiciously adapted to the wants of the people. The interests of the great masses are more important than all others. The report urged the necessity of elevating the profession of teaching. It closed with a course of study for normal schools.

The next paper presented was by S. H. White, of Illinois, on *The provision for the mass of teachers of some means for professional culture*. The report presented the facts that about forty per cent. of the teachers of the United States commence the work of teaching annually; that the whole number of pupils attending state normal schools equals only three per cent. of the whole number of teachers, and that there is about an equal number of pupils receiving special normal instruction in other institutions. It urged that state normal schools, as at present organized, can not, by reason of their expense, be established in sufficient numbers to supply the want for teachers, and, if they could be so provided, they are not what are needed, because of their too extensive course of study. The system of normal schools should be graded, the great number of them having a course embracing only the studies taught in the common schools, with methods of teaching the same, and instruction in school management. There should be a few schools of a higher grade, for more extensive professional instruction and to prepare teachers for positions in higher schools and colleges. Training-schools should be established in connection with the systems of cities and large towns, and comprehensive measures should be adopted for holding efficient institutes throughout the whole country.

A lively and interesting discussion followed these reports, after which both papers were referred to a special committee of one from each state to report a course of study. The committee reported that there should be a gradation in our normal schools, by the establishment in each state of one or more of these institutions, furnished with the fullest appliances for fitting teachers for all the school establishments under the state system, and by the establishment of as many more elementary and less expensive normal schools as shall suffice to supply qualified teachers for the schools of the state below high schools, in which a more elementary and shorter course of instruction shall be pursued.

Second. That the course of instruction in these elementary schools should include, at least, grammar, arithmetic, geography (including physical geography), reading, spelling, composition, drawing, penmanship, physical and vocal culture, elements of botany, physiology, mental philosophy and its applications to education, school management and school laws, methods of teaching the subjects named, objects lessons (including lessons in form, size, color, place, weight, sound, animals, plants, and the human body), the cultivation of morals and manners, and formation, practice and criticism in teaching.

Third. That the syllabus of courses of study for such elementary normal schools, drawn up and recommended respectively by Professors Phelps of Winona, Minnesota, and Sheldon, of Oswego, be published with the report of the Association, to serve as suggestions and helps to those who may establish such elementary schools or courses.

The paper of Hon. J. L. Pickard, Superintendent of Schools, Chicago, was both sensible and seasonable. It was the only one calling the attention of the convention to the necessity of physical culture. The necessity of good health as an es-

sential element of success to the teacher, as the chief capital for gaining a livelihood, in the possession of the mass of children of the land, and as one of the means by which the highest attainments possible to the human soul can be reached, was clearly and forcibly presented. The speaker protested against the American tendency to carry physical culture to excess, as illustrated in the prize-ring and in base-ball clubs. Teachers should study the human body to ascertain how much service it may render in the cause of true manhood. They are responsible for the physical condition of those who go from them, so far as that condition is in their power to determine. It is within the province of the teacher to care for the habits of his pupils, especially those vices which, through their own ignorance and neglect of parents, corrupt and destroy both mind and body. The necessity of great attention to the study of physiology in normal schools was presented, in connection with the fact that in some it was almost entirely omitted.

The paper of Miss Delia A. Lathrop, Principal of the Cincinnati Training-School, on *The Place and Value of Object Lessons*, was one of the most valuable of the week. In it the true position of the system as an educational agency was clearly set forth. In primary instruction it should be the chief means; in intermediate it furnishes an important aid; and in higher it should not be entirely overlooked. The important discussion which followed developed the fact that, in the opinion of the speakers, the essayist had presented the golden mean, her paper being heartily approved. The discussion also illustrated the tendency of speakers to occupy time in ventilating their opinions on subjects having only an imaginary relation to the one under consideration. The general sense of the speakers and of the convention seemed to be that, as a system, followed exclusively, objective teaching, like all others, is defective; but that as an agency, especially in primary education, it is by no means to be omitted.

In his paper on *The Relation of Mental Science to Teaching*, Prof. Dickinson, of the Westfield Normal School, Mass., gave a clear analysis of the powers of the mind, and stated the kind of training which each faculty needed to develop it properly. It was, in a small space, a very complete digest of mental science as applicable to the work of instruction. We can wish no better thing for teachers than that all should carefully study it and practice its precepts.

THE NATIONAL TEACHERS' ASSOCIATION

was called to order by President D. B. Hagar, of Salem Normal School, Mass. After a cordial greeting to the teachers assembled in national council, his address presented a brief review of the history of the Association since its organization in 1857, and recommended some modifications of the Constitution made necessary by the past growth and experience of the Association.

Reports were presented by S. H. White, of Illinois, on *The Revision of the Constitution*; by Dr. J. W. Hoyt, of Wisconsin, on *A National University*; and by J. B. Thompson, of N.Y., on a *Decimal System of Weight and Measures*.

The report of Dr. Hoyt states the leading offices of a true university to be —

1. To provide the best possible facilities for the highest and most profound culture in every department of learning.
2. To provide the means of a thorough preparation for all such pursuits in life as, being based upon established scientific and philosophic principles, are entitled to rank as professions.

3. To exert a stimulative and elevating influence upon every subordinate class and grade of educational institutions, by holding up before the multitude of their pupils the standards of the highest scholarship, and by preparing for their administrative and instructional work officers of a higher grade of qualifications than would be otherwise possible.

4. To enlarge the boundaries of human knowledge by means of the researches and investigations of its professors—who must of necessity be the foremost men of the times in their respective departments,—as well as by the researches and investigations of other advanced minds, encouraged to a greater activity and led to greater achievements by the influence of the university example.

The report states that no people can justly claim to be in the highest sense civilized, whose youth are compelled to turn their backs upon the best schools of their own country because they fail to provide facilities equal to those elsewhere afforded. It is not complimentary to our educational system that so many of our young men seek the schools of the old world to supply what is lacking here. The higher departments of education in the new world are represented to be in a deplorable condition, demanding earnest, serious attention, our highest colleges and universities being greatly inferior to those of Paris, Turin, Vienna, and Berlin. The great educational problem of the day is, how to make up our glaring deficiencies and elevate our standard to the highest point elsewhere attained.

The report sets forth that no country in the world has such advantages as ours for the establishment and maintenance of a true university. Here in America, where only in all the world just ideas of fraternity and equality have been planted and kindly cherished; where the elements of society and of all classes of institutions are yet plastic; where there are no crystallized, much less fossilized, educational systems to be overturned and got rid of; where, on the other hand, there is an open field and a hopeful groping for the right way; nay, more, where individual philanthropists and both state and national governments are ready with vast resources, growing vaster every day, to join in the work of laying its deep and broad foundations; what hinders that here we begin at once the upbuilding of a university commensurate with the greatness of our country and the needs of the times?

The report argues strongly in favor of a national university, which, it says, would at once become a power, influential alike in furthering and directing our material development; in elevating the character of all the lower educational institutions of the country; awakening and sustaining higher conceptions of both individual and national culture—thus helping us to become a nation fully worthy of the future that awaits us.

It would do more, vastly more than this. It would supply to all lands a most important need of the times—a university placed under the benign influence of free civil and religious institutions, and sublimely dedicated to the diffusion and advancement of all knowledge. Students of high aspirations, and ripe scholars of genius, would eventually flock to its halls from every quarter of the globe, adding to the intellectual wealth of the nation, should they remain, or bearing with them scions from the tree of liberty for planting in their native lands. And thus America, already the most marvelous theatre of material activities, would early become the world's recognized centre of intellectual culture as well as of moral and political power.

The report concludes as follows:

In the opinion of your committee, the attention of the Association has not been

called to this subject a moment too soon. The trial of its political institutions through which the American nation has just passed; the manner in which the necessity for education as the only guaranty for the perpetuity of those institutions has just been burned into the national consciousness; the pressing demand made by our material and social conditions for the best educational facilities the world can furnish; and the fast accumulating evidence that America is surely destined to a glorious leadership in the grand march of the nations; all these constitute an appeal to action which it were criminal to disregard. The necessity is great. The country and the times are ripe for the undertaking.

The questions that remain for our discussion relate to the very important subject of definite ways and means. For the proper consideration and satisfactory solution of these, your committee have found it necessary to pray for an extension of the time allotted them.

The report of Dr. Thompson gave a full history of the attempts to supplant the present system of weights and measures by a simpler one, discussed the merits of the most prominent of the proposed systems, and concludes that the one adopted by the French is the best. It closes with the following resolutions, which were, we believe, adopted:

Resolved, That a universal system of weights and measures, founded upon a common standard and the decimal system of notation, are alike important to commercial intercourse between different and distant nations, and to the progress of science and civilization throughout the world.

Resolved, That it is the opinion of this Association that the 'Metric' system is nearer perfect than any other that can be reached, and therefore has the strongest claims for universal adoption.

Resolved, That we recommend its early introduction into our schools and seminaries of learning, as the best means of popularizing the system and securing its general use among the people.

The evening address of Gen. Eaton, on *The Relation of the National Government to Education*, was a very full and able discussion of the whole subject. We wish it could be read by every teacher, and especially by all who are influential in shaping the policy of the general government on this question. We have room to give but a mere outline of it. It commenced with a history of the colonial and early action of the government in this direction. It next notices the things that Congress may not do in relation to public education: 1. It can and should seek to do nothing in violation of constitutional law. 2. Nothing should be done calculated to decrease local or individual effort for education. 3. The general government, in its relation to public education, may not suffer either the local or general prevalence of ignorance that shall result in the destruction of the principles of liberty by the centralization of power.

The address then mentioned some things which the general government may do in relation to education: 1. It may do all things required for education in the territories. 2. It may do all things required for education in the District of Columbia. 3. It may also do all things required by its treaties with and its obligations to the Indians. 4. It may also do all that its international relations require in regard to education. 5. It may call all persons or states to account for whatever has been intrusted to them by it for educational purposes. 6. It may use either the public domain or the money received from its sale for the benefit of education. 7. It may know all about education in the country, and may communicate of what it knows at the discretion of Congress and the Executive. 8. It may make laws for these several purposes, and the Federal Courts may adjudicate questions under them.

9. In accordance with these laws, plainly the government should provide a national educational office and an officer, and furnish him clerks and all means for the fulfillment of the national educational obligations. 10. It may take, as has been established by legislative and executive action and by the decision of the courts, such exceptional action as exceptional circumstances may require — (a) for the public welfare; (b) for the assurance of a republican form of government; (c) for the protection of the liberty of those lately slaves; (d) for the security of their citizenship; (e) for the free exercise of the right to vote; (f) for the equality of all men before the law; and (g) for the fitting of any citizen for any responsibility the nation may impose on him.

In a paper on *the Proper Work of a Primary School*, E. A. Sheldon, of N.Y., showed the manner in which a child should be trained, by receiving frequent changes in his applications, exercises, thoughts, etc., always enabling him to work out with his own mind any questions that his faculties are able to accomplish. He thought objective teaching conducive to this plan of training. From the neglect of early training, he said, thousands are unable to survey all the beauties of the earth and sky. For them half the magnificence of God's work is a sealed book, and they pass through life into eternity without knowing the secret beauties of nature. The senses may be trained to a high degree by objective lessons and other appliances. In every thing the teacher must be the guide. There may be perfect order and the child remain unconscious of it, and his mind continue, as it were, free and untrammelled.

In speaking of the objects to be employed, the speaker thought the simplest ones should first be taken. There should be a series of exercises in drawing, weighing, measuring, discriminating musical sounds, etc. The pupil will thus be led, imperceptibly to himself, into a very general and extremely valuable knowledge of the rudimentary branches of science. If any one asks how, with all this work, time can be found for reading, spelling, arithmetic, etc., we answer that experience has proved that more can be accomplished in this manner than by following the old plan.

The claims of vocal music for a place in the studies of the schools of the country were presented by George B. Loomis, of Indianapolis, and by Eben Tourjee, Director of New-England Conservatory of Music, Boston. The arguments used in favor of its general adoption as a branch of instruction were —

It is an aid to other studies.

It assists the teacher in maintaining the discipline of the school.

It cultivates the æsthetic nature of the child.

It is valuable as a means of mental discipline.

It lays a favorable basis for the more advanced culture of later life.

It is a positive economy.

It is of the highest value as a sanitary measure.

It prepares for participation in the church service.

Through its medium the moral nature may be cultivated.

Mr. Tourjee cited the schools of Boston as illustrations of what, in his conception, musical instruction in public schools should be and do.

The short and practical paper of J. H. Blodgett, of Illinois, on *The Study of Language in Common Schools*, was followed by a discussion which was profitable from the fact that it showed the subject to be one of the least appreciated and

most vaguely comprehended of all branches of instruction. There was a very general tendency to discuss language from a scientific, philosophic or historic point of view, and not as an art, a habit, which the child learns from the time when it commences to hear and use words. Many of the speakers failed to comprehend either the subject under consideration or the nature of childhood.

The officers-elect of the National Educational Convention are as follows:

President—J. L. Pickard, Chicago, Ill. *Vice-Presidents*—E. E. White, Ohio; Mrs. M. A. Stone, Connecticut; William F. Phelps, Minnesota; E. A. Hubbard, Massachusetts; Miss D. A. Lathrop, Ohio; Dr. Reid, Missouri; A. D. Williams, West Virginia; B. C. Hobbs, Indiana; N. E. Cobleigh, Tennessee; M. A. Newell, Maryland; J. H. Hoose, New York; Miss K. S. French, New Jersey. *Secretary*—W. E. Crosby, Davenport, Iowa. *Treasurer*—John Hancock, Ohio. *Board of Directors*—D. B. Hagar and A. J. Rickoff, at large; Miss A. A. Rockefeller, Alabama; E. T. Dale, Arkansas; B. G. Northrop, Connecticut; J. E. Dow, Illinois; A. C. Shortridge, Indiana; A. Armstrong, Iowa; E. F. Heis, Kansas; Miss M. E. Whittington, Kentucky; J. H. Hanson, Maine; N. E. Sheldon, Massachusetts; W. R. Creery, Maryland; J. W. Ewing, Michigan; J. Baldwin, Missouri; W. E. C. Rich, New Hampshire; John S. Hart, New Jersey; L. A. Ellis, New York; W. D. Henkle, Ohio; George Lockey, Pennsylvania; T. N. Bicknell, Rhode Island; M. C. Wilcox, Tennessee; J. Dana, Vermont; R. M. Manly, Virginia; S. R. Thompson, West Virginia; O. Arey, Wisconsin; Z. Richards, Washington, D. C.

DEPARTMENT OF SCHOOL SUPERINTENDENTS.—*President*—Hon. D. W. Henkle, of Ohio; *Vice-President*—W. M. Colby, of Arkansas; *Secretary*—W. Johnson, of Maine.

DEPARTMENT OF NORMAL SCHOOLS.—*President*—S. H. White, Illinois; *Vice-President*—C. C. Rounds, Maine; *Secretary*—A. L. Barber, Dist. Columbia.

DEPARTMENT OF PRIMARY SCHOOLS.—*President*—E. A. Sheldon, N.Y.; *Vice-President*—A. C. Shortridge, Indiana; *Secretary*—W. E. Sheldon, Mass.

DEPARTMENT OF HIGHER INSTRUCTION.—*President*—Charles W. Elliot, Mass.; *Vice-President*—N. S. Cobleigh, Tenn.; *Secretary*—S. G. Williams, Ohio.

We are indebted to the Cleveland Herald and Leader for assistance in making out the foregoing abstract of proceedings.

PERSONAL ITEMS.

M. L. SEYMOUR will teach for the next year at Forreston, Ogle county.

H. S. ENGLISH changes from Salem to Cairo, in place of J. G. Morgan.

BENJAMIN W. BAKER, a member of the recent graduating class at Normal, takes a position in the Normal Model, in place of Joseph Carter, resigned.

I. A. SHURTLEFF has resigned the superintendency at Blue Island, to take a position in the Cook County Normal, at \$2000 a year.

D. B. BUTLER, a graduate of Chicago University, goes from Pittsfield to take charge of the Buda schools.

JOHN N. FULLER has been chosen Superintendent of the Lacon schools for the coming year.

PROF. P. R. KENDALL, formerly of Lombard University, takes charge of a denominational school at Logansport, Indiana.

WE regret to learn that, through political influences, Dr. SAMUEL WILLARD was not reelected to the position of Superintendent of Schools at Springfield. Dr.

Willard has long been one of the most capable and active teachers in the state. In accuracy of scholarship he has very few equals, as those who have read his articles in the Teacher can attest. He is succeeded by Mr. J. C. BENNETT, formerly Principal of the Fourth-Ward School, Springfield.

PRESIDENT EDWARDS, of Normal, is now in Europe. He spends his vacation chiefly in England and France. He will return early in the next school year. While absent, he promises to let us hear from him through the pages of the Teacher.

J. D. H. CORNELIUS has resigned the superintendency of schools at Galva, and taken a similar position at Moline. Salary, \$1500—three hundred dollars in advance of the previous salary of the position at Moline.

MR. N. W. BOOMER has been elected Principal of Jones School, Chicago, in place of Morton Culver, resigned.

MR. O. T. BRIGHT has been elected Principal of Foster School, Chicago, in place of George W. Spofford, who has resigned after having occupied the place fourteen years. At the closing exercises of the school, Mr. Spofford was presented with a fine gold watch.

O. S. WESTCOTT has resigned his position as Teacher of Mathematics in Chicago High School, to take the general Western Agency of Brewer and Tileston, the Boston firm of book-publishers, in place of George N. Jackson. Mr. Jackson has embarked in a manufacturing enterprise.

H. W. SNOW, Teacher of History in Chicago High School, has resigned his position, to engage in the insurance business. He is succeeded by Dr. SAMUEL WILARD, late Superintendent of Schools in Springfield.

HON. J. L. PICKARD, Superintendent of Schools, Chicago, was honored by the title LL.D., at the recent commencement at Beloit College, Wisconsin.

PROF. W. L. PILLSBURY, Principal of the High School in connection with the Normal University, has resigned. Cause, greater attractions of the insurance business.

MR. ELLEC, of Mt. Carroll, has been elected Principal of the school at Farmington, Fulton Co. Mr. D. H. PINGREY, his predecessor, goes to Rushville.

PROF. C. H. ALLEN has resigned the charge of the State Normal School at Platteville, Wisconsin. He goes to Oregon, to establish a denominational school. PROF. E. A. CHARLTON, for two years Superintendent of Schools at Auburn, N.Y., will be his successor. Mr. Charlton will be an accession to the corps of efficient working men in the educational ranks of this great educational centre of our country.

PROF. E. P. EVANS has resigned his professorship of German Language and Literature in Michigan University. He is to reside in Europe a series of years, in care of the education of a young Californian eleven years of age, receiving \$5000 a year therefor.

PROF. J. C. WATSON, of the same institution, has been honored with an invitation from L. Elie de Beaumont, Secretary of the Academy of Sciences of the Imperial Institute of France, to be present at a public session of that body, to receive the Lalande Prize, which has been decreed to him for 'the discovery of nine planets'. The prize consists of a gold medal of the value of 542 francs, which is decreed, from time to time, to the person making the most important discoveries or producing the most important work in the advancement of astronomical science.

REV. DR. BLACK, President of Iowa University, has resigned his position, to accept the presidency of Pennsylvania College.

MR. N. C. TWINING, of Wisconsin, has been elected Principal of the new Forest-Avenue School, Chicago.

JEREMIAH SLOCUM, Principal of the Moseley School, Chicago, has been transferred to the chair of Mathematics in the Chicago High School. Mr. S. N. GRIFFITH, of Geneva, Ill., is his successor.

MR. M. P. CAVERT has been elected Superintendent of Schools at Pekin. Mr. Cavert comes among us from the State of New York, where he has been for a long time prominently known as a teacher and educator. For several years he was connected with the Department of Public Instruction in that state.

MISCELLANEOUS ITEMS.

AT the examination of the Senior Preparatory Class of Knox College, eleven students were admitted to the Freshman Class.

THE Chicago High School had, at a recent examination of candidates for admission, 396 applicants, of whom 385 were admitted, on the usual per cent. of 70.

IN the examination of applicants for admission to the Peoria High School, forty-seven out of fifty-four were admitted, on a per cent. of seventy-five. At the close of the year the pupils of the school gave an exhibition for the benefit of the library of the school. The amount raised was about \$225.

ELPASO is to have a new school-house, at a cost of \$30,000.

OVER 90 applications have been made for admission to the next class of Cornell University.

A NEW school-house has recently been dedicated at Flag Centre, Ogle Co. An able address was delivered by Rev. G. W. Crofts.

THE Board of Regents of Michigan University has provided for medical instruction to ladies. They are to form a distinct class, but to receive the identical lectures prepared for gentlemen. Each professor is to receive an addition of \$500 to his salary.

THE Board of Regents of Illinois Industrial University has decided to open that institution to females on the same conditions as to males.

THE salaries of principals of first-class schools in St. Louis have all been fixed at \$2000, irrespective of sex. Two ladies have their salaries raised from \$1400 to \$2000 by this action of the Board of Education.

AMONG the recent important bequests and subscriptions to educational institutions are \$30,000 to Vassar College for the endowment of a professorship of natural history; \$60,000 to Cornell University for the erection of a mechanics' workshop; \$45,000 to Colby University (Me.) for a building for the cabinet and laboratory. Hamilton College has recently been favored with two bequests of \$30,000 each. Princeton received \$140,000 during the past year, and it is now reported that some one as modest as benevolent has given her \$100,000 more. Otterbein University received \$49,000 last year, and Ripon College \$20,000.

Christian Union.

EDUCATIONAL NEWS.

ILLINOIS.

NORMAL INSTITUTE.—The session of this body just closed is regarded as one of the most effective ever held. It was in session two weeks from August 8th. During the first week Prof. Hewett gave exercises in *Geography*, especially upon the

seat of the European War, and in *School Management*; Metcalf, in *Arithmetic*; Sewall, in *Botany*; Blodgett, in *Natural History*; Cook, in *Music*; and Boltwood, in *Grammar*. President Edwards was absent in Europe, but there was an earnest determination to let nothing flag on that account. Prof. Hewett had engagements which took him away the second week, as also Professors Metcalf and Boltwood. Mr. Blodgett left to read a paper before the National Teachers' Association at Cleveland. The work of the second week was done by Messrs. Cook, Sewall, and Gove. Evening lectures were given by Major Powell, Mr. Boltwood, and Prof. Sewall. The exercises of the institute were enlivened by various discussions of interest.

A class of fifteen was examined for State Certificates. The Board of Examiners consisted of Messrs. Blodgett, Boltwood, Sewall, Baker of Champaign, and Willard of Springfield.

COOK COUNTY NORMAL SCHOOL.—The catalogue and circular of this school has been issued in a neat form, and affords much valuable information concerning the institution. From it we learn that during the first year of the school there was a total attendance of 60 pupils; average number, 41. During the second year these numbers were 79 and 64; third year, 83 and 71. The first graduating class numbered 20; the second, 15. The course of study is for two years. The faculty of the school consists of D. S. Wentworth, Principal, assisted by Misses A. Augusta Frost and Mary R. Gorton, teachers in the Normal Department; Miss Armada G. Paddock, Principal of Training Department; Ira A. Shurtleff, Principal of High School; and Misses Ernestine A. Mergler and Sarah M. Curtis, teachers in the Intermediate and Primary Departments. At the beginning of the next term the school will occupy the new and splendid building which has just been completed for it.

NORTHWESTERN UNIVERSITY.—The total assets of this institution are \$779,349; the disbursements of the ensuing year are expected to be \$28,900; the museum contains 10,000 specimens; the number of volumes in the library is 23,635, including an addition of 20,000 volumes recently purchased in Germany; the advantages of the university have been extended to the ladies' college as soon as they shall have provided the necessary buildings. For the year just closed, the number of students has been as follows: Preparatory School, 153; Department of Science, Literature and Arts, 109; Medicine and Surgery, 75; total, 337.

JACKSONVILLE.—The third annual report of Rev. I. Wilkinson, Superintendent of the Schools of this city, is on our table. It gives a full statement of the educational progress of the past year and the present status of the public schools. By a judicious use of statistics many instructive facts are presented, comparisons drawn, and deductions made. Some of the statistical items are of general interest. The number of children in the city between six and twenty-one years of age is 2836; number enrolled in the schools, 1682; total number of visitations in the schools, 1977; average age of the lowest grade, 7.3 years; of the highest, 13.9 years. Whole number of teachers, 32, of whom 6 are males. Mr. Wilkinson renews his recommendation to employ ladies as principals, and urges in favor of the plan the successful experience of various cities which have adopted it. "Bloomington has not a male principal in the ward schools and only one man—the Principal of the High School,—and twenty-six lady teachers. Macomb has but one man and nine lady teachers. Rockford has but two men and forty-two lady teachers. Galesburg

has not a man teacher, but twenty-seven lady teachers. *Clinton* has all lady teachers. *Decatur* has but two men and twenty-six lady teachers."

"In the large cities the preponderance of women teachers is most marked. In Chicago there are 24 men to 241 women; in Cincinnati, 60 to 324; in Milwaukee, 14 to 70; St. Louis has 18 to 166; San Francisco, 56 to 183. In the eastern states, the difference is increased: Boston has only 67 men to 565 women among her teachers; Providence, 9 to 142; Brooklyn, 27 to 510; Philadelphia, 82 to 1,217; Baltimore, 42 to 325; and Washington, 4 to 56. There is no record of any southern city except Louisville, which has 29 men to 103 women. In New York, in 1860, three quarters of the public-school teachers were women. In 1866 there were only 178 men among more than 2,000 teachers, and the numbers remain about the same."

Among the patrons of the public schools are 489 families sending one pupil each; 267, two each; 108, three each; 35, four each; 9, five each; and 3, six each. There have been, during the year, 479 suspensions for irregularity, 19 for misconduct, and 279 cases of punishment. The total expense of the schools for the year has been \$39,194.49, of which the teachers received \$20,100. The per cent. of attendance has been, with the pupils, 90; with teachers at institute, 84.

PARIS.—The closing exercises of the Paris schools were held in one of the churches, which was filled to overflowing with the pupils and an interested audience of parents and friends. The chief attraction was the exercises of the graduating class of the High School. Addresses were given to the children and parents by Rev. Mr. Sweeney and Rev. Mr. Rhodes, of Paris, and the work of the school year was pleasantly terminated. Superintendent Hurty, in his annual report, gives the following statistics. The number of pupils enrolled during the year is 890. Average daily attendance, 326; per cent. of attendance, 83; cost per pupil, estimated on average daily attendance, \$15.91.

DEKALB COUNTY.—The News speaks highly of the labors of Mr. George T. Woodward, in charge of the graded school at DeKalb during the past year.

KANE COUNTY.—The Aurora Beacon speaks highly of the work which Superintendent Charles is doing to elevate the scholarship and increase the efficiency of the teachers in his county. It says of him that if he "carries out the system he has at present marked out, during the four years for which he was elected, the schools of the back towns of Kane county will stand as preëminent among the country schools of the state as do the schools of Aurora among those of larger towns." His thorough work must have a favorable effect in materially elevating the standard of instruction in the country schools. Thus far during the present year he has examined 181 teachers, of whom two received first-grade certificates, and one hundred and fifty-three second grade; twenty-six were rejected. Messrs. Powell and Hall, in charge of the schools of East and West Aurora, are doing a noble work. "Both their schools are truly successful."

OGLE COUNTY.—Superintendent E. L. Wells is a man alive to every duty devolving upon him and to the progress of education in his county. Among his recent good works in the issue of his 'Circular Number Three' to the teachers of his county, in which he speaks of such subjects as *Examination of Teachers, Qualifications for Certificates, Visiting Schools, Teachers' Institutes, Teachers' Drill, the Illinois Teacher, Normal University, Hints*, etc. One of his 'conclusions' is that "After a certain amount of knowledge of books, the success of the teacher does not so much

depend upon the increase of such knowledge as it does upon the improvement in methods of teaching." Of the Illinois Teacher he says, "The teacher that can not 'afford' to pay \$1.50 per year for it can not afford to have his salary increased \$1.50 per month by the valuable aid of this journal." Among his 'hints' may be found the following:

"Ventilate well your school-rooms, and keep the temperature of the same even and comfortable for your pupils. A thermometer should be in every school-room and the mercury should stand at about 65 degrees.

"Keep your school-rooms neat and attractive, and adorn them with such maps, charts, pictures, etc., as you can procure.

"Do *all* you can for the comfort of and to make your schools attractive to your pupils.

"Prepare programmes of daily exercises, post them in your school-rooms, and follow them promptly.

"Keep your pupils interested and busy with their studies, and it will be less work to govern them.

"Have all the smaller scholars obtain slates and pencils, and use them for printing letters, drawing maps and writing numbers.

"Require your pupils generally to stand while reciting, and require each member of the class to be attentive to the recitation.

"Do not advance your pupils in text-books until they are qualified to be promoted. Many pupils are now reading in fourth readers who could improve much faster by reading in second readers.

"Require your pupils to read as they would properly talk.

"Adopt good forms of analysis for problems in mental arithmetic, and require your pupils to be exact in the use of them.

"Require your pupils to give full and correct solutions for problems in practical arithmetic, and give definitions and state principles briefly and correctly. Consider this as important work as to get correct answers to the problems.

"Require your pupils studying geography to draw maps as a daily exercise.

"Keep some of your pupils constantly at work drawing maps, printing words, solving problems, etc., on the blackboard.

"Teach your pupils to think—think for themselves; to have independent thought.

"Take good care of the school property intrusted to your care.

"Make neat schedules, in which treasurers will find no errors.

"In fine, visit schools, attend teachers' institutes, read educational books and journals, study new books and learn new methods of teaching, do your work thoroughly, teach ideas and not books, and make yourselves *live* teachers and your schools *live* schools."

E. Brown, Principal of the Oregon Graded School, has published in the Reporter a brief summary of the work of the year, in which he urges his patrons to a deeper interest in the education of their children. He gives the following statistics: Whole number enrolled, 239; average number belonging, 196; average daily attendance, 182; per cent. of attendance on number enrolled, 80; per cent. of attendance on number belonging, 93.

PERRY COUNTY.—The County Superintendent will hold examinations for granting teachers' certificates, as follows: Tamaroa, Oct. 15 and Oct. 29; Duquoin, Sept.

2; Pinckneyville, Sept. 30. There will be an examination at the close of the Institute, which commences at Tamaroa Sept. 12.

FROM ABROAD.

MASSACHUSETTS.—The report of the Secretary of the Board of Education, for 1868-'69, presents the following statistics: Number of children of all ages in all the public schools in winter, 247,381; number of teachers during the year—males, 1,085; females, 6,937; total, 8,020; average duration of public schools, eight months and four days; average wages of male teachers (including high-school teachers) per month, \$72.04, being a decrease of 89 cents; average wages of female teachers, \$28.81, being an increase of 97 cents. The amount raised for the education of each child, in 1858, was \$6.34; in 1868, \$10.84; the increase of average wages during 10 years has been—of male teachers, 47 per cent.; of female teachers, 46 per cent. The normal schools of the state are in fine condition. They graduate one hundred and sixty students per year. The total number in attendance during the year has been 696. The experiment of teaching deaf mutes to articulate, which is being tried in the Clarke Institution, at Northampton, is producing very favorable results. In his closing remarks, Hon. Joseph White, Secretary of the Board, makes the following suggestions, which should be carefully read and considered by all boards of education: "I think no intelligent man, looking upon our school system from my stand-point, will fail to agree with me in regarding the superintendence of the schools as the central point of weakness or of strength. It is, indeed, the spinal cord of the system. If, as in the living organism, there be weakness here, the whole system will give signs of corresponding weakness. If, on the other hand, this be sound in health and full of life, then a normal energy and force will be sent through every tissue and nerve, and the system will accomplish freely and fully its destined end. No matter how lavish the expenditure of money, and how well appointed and even elegant the school-houses, how ample the provision of books and every needed appliance for illustration; still, if there be weakness and incompetency in the supervision, the teachers will also be incompetent and ill-assorted, the schools will be without classification and in disorder, and the studies will be pursued, if pursued at all, at hap-hazard, with no intelligent reference to a proper end. In stead of success, there will be failure; in stead of satisfaction, there will be mortification and disgrace. The sole inference which I wish to draw from this imperfect discussion, and to press upon the thoughtful attention of my fellow citizens in every town, is this: that in all their plans, labors, and sacrifices for the maintenance of their common schools—the peoples' colleges,—they never fail to place the general charge and supervision of them in the most competent and trustworthy hands."...In the city of Worcester the average age of pupils in the High School is 26.5; in grammar schools, 32.6; in secondary schools, 51.7; in primary schools, 58.2. There are 2800 parents of Irish nativity who have children in the public schools; 205 of English nativity; and 2742 who were born in the United States.

NOTICES OF BOOKS AND PERIODICALS.

(⁶⁰) THE reputation of Professor Porter as a writer on philosophical and educational subjects will excite a wide interest to read his *American Colleges and Ameri-*

(⁶⁰) AMERICAN COLLEGES AND THE AMERICAN PUBLIC. By Noah Porter, D.D. Charles C. Chatfield & Co., New Haven. 12mo., 284 pages.

can Public. As a discussion of many of the important questions of higher education, it may be considered the most valuable educational volume of the year. The professor is an ardent advocate of the old régime of classical instruction as against the more modern idea of special or partial courses of study. His arguments are strong and strongly stated; but there are many who will be slow to be convinced by them. Whether classical study affords the best discipline and instruction preparatory to the average life of the higher class of American citizens we leave with the author to discuss with his opponents. In the battle of ideas he has the voice of antiquity and, as he claims, the experience of modern times in his favor. Were the world practically constructed as his theory seems to suppose, it would doubtless be possible to lay generally a classical foundation for the educational superstructure. But when it is remembered that the greater part of American children receive only a few months of instruction, and but comparatively few are favored with any at all after they are fifteen years of age, it becomes quite evident that only a very limited portion of the 'American people' can aspire to a classical education for their children. But perhaps the term is intended to refer to only those who seek a higher education for their sons and daughters. The average age of the last graduating class at Yale College (Professor Porter's own institution) was 22 years and 6 months. Of this time probably five years have been chiefly given to the study of the classics. These graduates are now ready to commence preparation for their special calling for life. When we remember that every year there are large numbers of young men from the age of fifteen to that of twenty-two who must close their school days ready to commence the labors of active life in stead of preparation for them, there is hardly opportunity to raise the question of the value to them of Latin and Greek compared with knowledge which they must use at once and continually. When rigid necessity dictates, there is but little opportunity for choice. Here seems to be Professor Porter's oversight. He has discussed the problem of education as applied to an American people living in leisure enjoyed by only a few. With that few he has come in contact, and from them judged all. He has assumed the conditions and then prescribed the course. But when applied to all the conditions of our people as they actually exist, the course lacks in comprehensiveness and pliability.

(⁶¹) This edition of Caesar's Commentaries is designed to follow the author's Latin Reader. Besides the Latin text, this volume contains a life of Cæsar, giving the leading events in his career, a map of Gaul, explanatory notes, and a vocabulary embracing all that the student will require at this stage of his progress. The text is based upon the best authorities, and is the result of a comparison of the editions most approved by European scholars. The map is taken, with slight alterations, from the History of Julius Cæsar by Napoleon III. The notes appear to have been carefully and judiciously prepared, and contain just such information as the learner needs. The illustrations inserted in the notes, of the plans of battles, the bridge across the Rhine, and several other subjects, will be found a valuable aid in explaining the text. The references are to the author's Latin Grammar, and are wisely placed in the notes following the text, rather than at the bottom of the page. The typography is excellent. c.

(⁶¹) CÆSAR'S COMMENTARIES ON THE GALLIC WAR: with Explanatory Notes, a copious Dictionary, and a Map of Gaul. By Albert Harkness, LL.D. D. Appleton & Co., N.Y.

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NATIONAL EDUCATIONAL CONVENTION.

MR. EDITOR: I felt to 'thank God and take courage' after meeting so many earnest, active laborers in the cause of education, at Cleveland. I am particularly gratified with the consolidation and better organization of the several National Literary Associations which is contemplated. We may now hope for such an annual Congress of litterateurs, professional teachers and philanthropic educators as the world has never seen. Let us 'hope to be there'.

And now, what are the signs of the times from the look-out of this convention? What the indications of health or disease as given by this national pulse? What theories and methods of the past must be modified or perish, and what are likely to grow stronger with coming years? Is progress possible—in what, and how?

Without pretending to the wisdom necessary to answer these questions correctly, I may note the following facts.

1. The universal approval of a *System of Public Instruction*. The theory, once so much argued, that it is unjust to tax all the people for the support of schools, since not all have children, is abandoned by all true Americans.

2. The theory that the church is the proper educational agency, and should govern in the distribution and application of the necessary means, is fairly given up by all, it would seem, except the Catholics, who were not, I believe, represented in the convention.

3. The theory that the state is responsible for the education of the youth of the country is the American idea. Not, indeed, that the children belong absolutely to the state, and may be reared up and educated at the public expense, or put to death if they should happen to

give no promise of future service in war; nor yet quite as in Prussia, where all the children are educated, but only for the specific uses of the state. It is preëminently the American idea that all the children should be educated at the expense of the state for the good of the people, as capable of a higher civilization—a higher life. As there is no definable limit to such an education, there is still some confusion in the public mind as to how far such an education should be carried, and what branches of science should be included in the course of study. Upon these subjects the most experienced educators in the country are not well agreed. The course of study has been very much extended in later years, until now, in all the states, there is more or less provision for instruction in higher branches; and the undoubted tendency is to expand it yet more and more.

4. It was apparent that it is the public sense that teaching must be made a profession, having its proper guaranties and recognition as such; and much of the acknowledged inefficiency of our public schools was charged back upon incompetent and non-professional teachers. But how to fully inaugurate and establish this *profession*, and secure greater competency of teachers, is a grave question, which was hardly answered. State Normal Schools had their advocates, while the conviction was general that hitherto they have signally failed, and that they can not, in the nature of the case, be relied on as a principal instrumentality in securing the end proposed. Teachers' Institutes, carrying home to the masses the most essential information, and giving knowledge of the best methods of teaching, certainly had much more general, if not universal, favor; and to my mind this is a significant indication.

5. Nothing has given more general or complete satisfaction than the plan of grading schools in the cities and populous districts, where a large number of children can be brought together. The success of the Graded School is acknowledged upon all hands, while the dissatisfaction with *ungraded schools* is deep and general. A gentleman of general information on the subject put the case strongly, when he said these schools have made no progress in the last ten years.

6. Another fact is evident. The difference between the college and the common school is rapidly growing less. While the college has expanded, adapting itself more and more to the wants of the common people, the common school has risen to a more liberal course of study, and responds more and more to the wishes and needs of the élite and wealthy, who are ambitious of higher culture. The relations between the teachers are also becoming more close and fraternal, so that they

already stand shoulder to shoulder in one great work, in the spirit of a genuine brotherhood. We felt genuine pleasure in the recognition of this fact in the proceedings of the convention.

7. One other fact, and it is the last I shall mention, was apparent. There seemed to me a general, perhaps I might say a national, *unrest*—a want of satisfaction, as if something were yet wrong—a strong conviction that important changes must take place, that stopping in statu quo is impossible.

This appeared in the claim (1) that our methods of education must become more practical; in connection with which the 'dead languages' and mere 'book worms' and 'common' and 'uncommon sense' were ventilated. (2) That in the course of study more attention should be given to modern languages, and to what is known as 'modern science', and especially to music—a sentiment that enlisted very general sympathy. (3) That the study of some branches is attempted out of time and place: one high authority (the venerable Mr. McGuffey) asserting that English Grammar, for instance, should be deferred until the last of the college course, and many seeming to doubt whether it should be taught at all in the primary and intermediate grades of the common school. (4) That too little attention had hitherto been given to æsthetic culture, which I think all felt to be true. (5) And finally, and most seriously, that the methods of teaching are generally defective: a great many attempting to show a better way. When Prof. Dickinson took the stand to give some account of European, and especially of German and Prussian, methods of instruction, as he had lately seen them, the profoundest anxiety to discover, if possible, some improvement upon our methods pervaded the whole assembly. That there is general dissatisfaction with existing methods of teaching in this country can not be doubted. But What can be done? is the practical but hard question. Socrates and Aristotle, Pestalozzi and Herbert Spencer, Cambridge and Oswego, were invoked, not altogether in vain, for the needed direction.

But the great genius and philanthropist who, from the thousand and one methods which bold experimenters have tried and are yet trying, with varying and unsatisfactory results, shall eliminate a true and therefore the best method of human development—a method which can be incorporated into the public school and made available for the education of the people, is probably yet to be born. Confessedly, on this subject we know but in part. Our methods are as yet empirical, and in the darkness of prevailing ignorance we can hardly hope to avoid serious mistakes.

Such, Mr. Editor, is a brief resumé of my observations during the

exercises of the convention, as I now recall them. If this be a fair, as it is a candid, statement of facts and prevailing sentiments of the convention—a convention made up, we may assume, of representative men, what is the lesson that is taught us? We can not compare the present with the past without feeling that we are making rapid progress in the development of a *system* of education, American in its ideal and its proportions, and greater in its benevolent purposes than any the world has yet seen.

E. W. GRAY.

PLANTS AND FLOWERS. SEASONABLE ADVICE.

BY B. R. CUTTER.

Now is the time, if you have not done it already, to save seeds of our best flowers for next year. Pick only the largest and best; clean them nicely, and put them away in neat paper bags, taking care to label every package with the name and year, thus: Double White Aster, 1870; Selected Chinese Pink, 1870. It is well to note on the package whether the seed is 'choice' or only 'medium', as it is a great satisfaction, in the spring, to know just what we are sowing or giving away.

Whenever you see any thing pretty, or in fact any thing you think you would like, make a permanent record of it, for reference next season. You can include in this record some idea of the amount and arrangement of the ground, improvement or failure in the culture of any plant or flower, thus: "Sow more mignonette, two rows not enough." "Set plants a little deeper than last year." "Make lattice-work for sweet-pea hedge, like the one we saw in Rochester," etc., etc., filling in with any remark or description of detail you think best.

Plant bulbs any time now, following directions given last year. The catalogues are all ready, and bulbs are cheaper than last year. Try to put out or pot a few Hyacinths, Tulips, Narcissus, and Lilies,—especially *L. Auratum*, *Candidum*, *Umbellatum*, *Martagon*, *Eximium*, and *Lancifolium*. Plant in any good soil in a well-drained bed, where the water never stands, and cover with leaves till the ground thaws. They need not be moved for years.

Gather acorns and nuts of all kinds, enough at least to plant a belt around your school-house. Almost every class of people have had their *say* about this matter of planting trees, but in many places it seems to

be left for the teacher and pupils to *do*. Try to have each scholar plant one acorn some where in the district every year, and it will be but a short time before there will be timber enough for all practical purposes. Advise them to plant a whole handful, while you are about it; tell them to put them in any where, they will not be disturbed: along the road, over in the field, down by the slough, under the bluff, back of the barn, just this side of the house. Do not cover them too deep, only an inch or two.

J. F., Esq. will soon be around to see your bedding plants, unless you take them into the house or some sheltered situation. Do not wait for him, for he is no help to you, only a bother in this case. Potted my plants during the last vacation, and they begin to flower already.

Do not forget to make a note of a few Tuberose for next season.

You can cut off the tops of your Lantanas, Fuchsias, and Geraniums, and pack the roots in rather dry, sandy soil, and store in a cool, dry place till spring. Cover them all up in the sand, and do not water unless they wither, and then only sparingly.

Washington School, Chicago, Sept. 1870.

EDUCATION IN ENGLAND.

ABERTSTWITH, WALES, AUG. 19, 1870.

MR. EDITOR: I think there was some sort of a promise of a letter for the Teacher from this region of temporary sojourn. The letter ought to have been written from London, but sight-seeing in that great city left me so weary at the close of every day's ramble that writing was simply impossible. But I give to you my first leisure after escaping from the unmatchable noise and crowding of the huge metropolis.

It gives one a strange sensation to stand in the presence of the mortal remains of so many centuries; to look upon the statues and stand upon the graves of so many mighty men and women; to walk through apartments that have been human habitations for a thousand years or more. A part of the Tower is said to have been built by Julius Caesar, and Westminster Hall, one of the finest buildings, in some respects, in London, was the banqueting-room of William Rufus.

But I suppose the proper thing for an educational journal is education. This is an exceedingly important moment in respect to that subject here. A law, covering as much paper to the full as the school-law

of Illinois, and containing one hundred sections, besides seven large pages of schedules, has just received the royal assent. Its enforcement will revolutionize school matters in England and Wales. In order to understand its purpose, it will be necessary to consider for a moment the arrangements heretofore in force concerning schools.

Until recently, most of the educational work of the country was done by the great universities, the endowed 'public' schools, usually, I believe, called grammar schools, and such other elementary schools as were sustained partly by the efforts of benevolent persons, and partly by the desire on the part of their teachers of getting a livelihood from the tuition fees of pupils. For the great mass of the people these instrumentalities were quite inadequate, and thousands grew up to manhood and womanhood without the ability to read their mother tongue.

Within a few years various attempts have been made to extend the benefits of education to a larger part of the people. Schools have been multiplied. Normal and Training Schools have been established. Grants of money have been made by the government, both to elementary and normal schools. These grants have been payable only on the fulfilling of certain conditions. Every normal school is entitled to a certain amount of money for every one of its pupils who is, by the royal inspectors, pronounced a successful teacher. These inspectors ascertain the facts on which their judgment is formed by an actual inspection of the school taught by the individual. So that the Normal not only instructs its pupils, but secures them situations for teaching, and watches over them after they begin teaching for themselves. If, for any reason—inability to secure a school, sickness, or even death,—a graduate fails to teach, the normal school sending him forth loses all compensation for instructing him.

Elementary schools receive a given amount annually for every pupil regularly attending school, morning and afternoon. An extra amount is paid for every one who has been present more than 200 mornings or afternoons in the year. The teaching and discipline must, however, be pronounced satisfactory by the inspectors.

But although the government inspects and aids these schools, it controls none of them. They are usually managed by committees appointed by those who, through their voluntary contributions, sustain the school. Heretofore the law has done nothing in the way of determining the number of schools in a given locality, nor has it decreed by whom those established shall be governed. It has simply ordained that wherever a school, established by any effort or under the control of whatever parties, conforms to the required conditions, there the people shall have the benefit of a parliamentary grant of money.

As a matter of fact, the schools have been mostly established in connection with the various religious denominations. This gives rise to two classes of schools—the ‘National’, and the ‘British and Foreign’. The National schools are connected with the established church, and the British and Foreign are either unsectarian, or connected with the dissenting chapels. In their inspection it is the practice of the government to employ men who are acceptable to the denomination with which the given school is connected.

By the new law, however, the people in any borough or parish, or in the different divisions of the metropolis, are hereafter to elect a regular school board, whose duty it shall be to furnish all needed school facilities to the district for which they are elected. This board is empowered to receive the tuition fees of children, the grants made by the government to the schools under their care, and, when necessary, they may compel the rating authorities to levy a tax for the support of the schools. For neglect of duty, the board is liable to be dissolved by the Education Department in London. In such cases a new board is appointed by the Department. With the consent of the Department, the board may make by-laws requiring the attendance at school of every child not less than five nor more than thirteen years of age. To this there are certain specified exceptions. The official term of members of the board is three years, and they are all to be chosen at the same time. But it seems that when the Department dissolves a board and appoints a new one, this last is to hold office during the pleasure of the Department. This Department is a committee of the Queen’s Privy Council, and its full title is ‘The Right Honorable the Lords of the Committee of the Privy Council on Education’. Its present nominal head is the Earl de Grey and Ripon, but the active, driving, working man is the Rt. Hon. W. E. Forster, Vice-President of the Committee and member of the House of Commons.

By the courtesy of Mr. Forster, to whom I had a letter from our excellent minister, Mr. Motley, and of the Secretary, Mr. F. R. Sandford, I was furnished with a copy of the new bill as soon as it was printed. By the kindness of Mr. Sandford, I was furnished with letters to the managers of all the Normal Schools. I had time, however, only to visit one—that of the Borough Road, London. Much interest attaches to this school from the fact that its germ was the monitorial establishment of the famous Joseph Lancaster. It is also, I believe, considered one of the very best in the kingdom. I heard several lessons, saw some work in map-drawing, and inspected sketches of lessons given by the pupil-teachers. There was certainly very much to praise.

There was accuracy, thoroughness, minute painstaking, and absence of sham. Among the matters that seemed less obviously excellent was the scarcity of blackboard. On the whole, I formed a high estimate of the institution, and noted some things to be imitated in due time. In this, and I believe in all the normal schools in the United Kingdom, the students are boarded and lodged in the building. Only thus can students such as they demand be secured. With their numbers, this is not so much of an undertaking. There are now in attendance ninety-eight young men. Mixed schools are not popular in England except for children.

But you do not wish to print a full description of the Borough-Road School in this article, and I forbear. Perhaps at some future time, if the subject is deemed of sufficient importance, more may be said about it in the Teacher.

Educationally England is treading in the footsteps of America. By the new bill she inaugurates our system of non-sectarian schools. Every where the public sentiment is demanding that popular education shall be liberated from ecclesiastical control. On this point the new bill is very explicit. It allows the distinctive tenets of no particular sect to be taught in any of the schools established under it, and permits the parent to withdraw his child, if he desires it, even from the general religious teaching that may be imparted.

In this very town, a vigorous effort is now making for the establishment of a grand, non-sectarian University. They have made an excellent beginning, having secured a magnificent building for about one-eighth of its cost. This building is almost paid for. Indeed, the subscriptions amount to much more than enough to pay for it altogether. A grant from the government is also among the things hoped for, and, it appears, with some reason.

The English love of social distinctions appears, however, in all they do—in the compartments of the railway carriages, and in the framing of a system of public education. By the law Parliamentary grants are made only to schools established for the children of persons who maintain themselves by manual labor. The unfortunate nobility and gentry seem to be left out in the cold. A very intelligent English gentleman, with whom I talked a few days since, could not understand how it was possible that the children of professional men could be educated with those of traders and mechanics. I was as much puzzled as he, but on a different account: I was astonished that a question so silly should ever be raised.

England is a glorious country. Its natural resources are vast, and

two thousand years of cultivation have greatly improved them. Its fields and hedge-rows, and its neat, and some times elegant, farm-houses, make it look like a vast garden. Life here is full of comforts, except to the lowest orders; and to many it is laden with luxuries. But I, for one, have no desire to live here. My brief trip only intensifies my love for the Great Republic. One day, in Liverpool, after a considerable experience of seeing the Cross of St. George unfurled in honorable places, there appeared at the mast-head of a New-York steamer, the simply beautiful flag of our own country—the Stars and Stripes! I shall not attempt to describe the thrill of delight that passed through every nerve and artery. “Long may it wave!”

RICHARD EDWARDS.

IN THE MORNING.

I AM sitting alone on my little throne—

The Teacher's platform and the Teacher's chair.

The seats are all vacant; but I'm not alone,

For voices of merriment ring on the air.

The boys at my right, in the yard at play,

Are filling the air with their shouts of glee.

I can see them, and hear every word they say:

They often look in and smile to me.

The girls at my left in their play-house sit,—

Some singing a beautiful Sabbath song,

Some twining bright flowers, some trying to knit:

They were early here, I have seen them long.

A moment since I was with them there,

And they gave me a seat on the rude plank form,

And twined these gay-colored flowers in my hair,

While their faces showed that their hearts were warm.

I have their tasks for to-day all planned,

Their lessons marked out and the times assigned:

All this has been done with careful hand,

With a loving heart, and a generous mind.

And when, in a minute, the bell shall call

Each happy face to its sober task,

May our love prevail till it bless us all

Is the prize we seek, is the prayer we ask.

S. UNDERHILL.

NEWSPAPERS IN SCHOOL.

BY F. H. HALL.

SPIRITUAL shepherds have some times been accused of feeding their sheep on straw that grew several thousand years ago. Do not *mental shepherds* some times commit a similar error, and supply *their* flocks with food which lacks the freshness necessary for rapid and healthy development?

Supposing an affirmative answer will generally be given to the above, I present as one remedy the careful perusal, by the teacher, of a daily or weekly newspaper, not overlooking the 'Commercial', 'Monetary', or 'Daily Market'. A proper use in the school-room of the knowledge here acquired will add much to the interest in recitation, and will at the same time encourage pupils in gaining information from the same source. I will briefly show how the newspaper may be used in connection with two or three branches of study.

First, in giving practical arithmetical questions, the attention of pupils will much more readily be secured if the actual prices of commodities are used. Government bonds should be bought, sold, and exchanged for other stocks, according to the daily quotations. Gold may be reduced to currency, and *vice versa*. The gains or losses of the Wall-street gold-dealer who bought at 10.30 A.M. and sold at 3.20 P.M. will interest all. Butter may be bought Oct. 15th, and held (on one corner of the blackboard) until Nov. 5th, then sent to a commission merchant in Chicago, sold, freight and commission deducted, and the gain or loss found, using in each case the actual price of butter at the time of each transaction. Lumber for fences, sidewalks, etc., should be purchased, hedge-plants for a given amount of hedge, shingles for a roof of given dimensions, stone for a cellar-wall, and boards for a corn-crib. A load of hay or coal may be weighed, weight of wagon deducted, and value of the load found according to price-current.

But the arithmetic class should not be alone in deriving benefits from the newspaper. The reading class should learn the pronunciation and signification of such terms and phrases as the following: Hors de combat, coup d'etat, seller October, college scrip, grain receipts, warranty deeds, alias, and alibi. A page might be filled with terms, that seldom or never occur in our reading-books, that are of frequent occurrence in the newspaper.

Geography and History, too, are studied with new zeal when occa-

sional reference is made to the news of the day. We can never have a better time than the present for studying the geography of France and Prussia, and, indeed, of all Europe. In attempting to read an article on the Franco-Prussian war, the pupil at once feels the necessity of understanding the geography of France. If while this necessity is thus impressed upon his mind he be put to the task, much better results may be looked for than ordinary.

While the pupil reads of Napoleon III and his humiliation at Sedan, he may more easily learn of Napoleon I and Waterloo. The name of Victor Hugo and the word Tuileries are each suggestive of a thrilling chapter in French History.

No better time could be found for teaching the relative size and importance of the European countries than when they are jealously studying their own and each other's resources.

Let us, then, not fail to familiarize ourselves with the news of the day, and to make a proper use of it in the school-room, therewith seasoning our instruction and rendering more palatable the nutriment we daily offer those who look to us to supply them.

INFLUENCE OF STUDY ON HEALTH.

BY B. G. NORTROP.

ALARMISTS have written eloquently on 'the Slaughter of the Innocents' in school by overstudy, alleging that severe application is impairing the health of multitudes, and that the study-hours should be reduced to five, four, and as some strenuously contend, three hours a day. It is a common opinion that study is unfavorable for health. My observations do not confirm the impression that our schools overtask the brain and injure the health. The body is the instrument through which the mind works, and its power depends, in no small degree, on the vigor of the physical system. Increased effort and energy of mind must be balanced by proper activity of the body. The mischievous error prevalent on this subject is a common excuse for indolence and inefficiency. Study need not be injurious to health. The mind itself was made to work. Its primal law is growth by work. It can gain strength only by spending it. The intensest study invigorates the body as well as the mind, strengthens both the nervous and muscular system, makes the blood course in stronger health-giving currents through

the system, enlarges the brain, erects the form, softens the features, brightens the eye, animates the countenance, dignifies the whole person, and in every way conduces to health, provided that it is pursued in accordance with the laws of hygiene as to diet, exercise, rest, sleep, and ventilation.

Undoubtedly the minds of very little children are often stimulated by parents and nurses to premature and therefore injurious activity. I have no sympathy with any processes for initiating babes in the knowledge of books. Such prodigies, however they may gratify the pride of parents, always suggest painful apprehensions of future debility and premature decrepitude. Precocity is unnatural and undesirable, because it is the symptom, if not the cause, of disease. Early ripeness of mind, as of fruit, is hastened by a secret enemy at the core; and however attractive the exterior, it is found lifeless and insipid. It shows well for a time, like plants in a hot-house with large tops and little roots. What is gained in time poorly compensates for the loss of maturity and spirit. Precocity stints the growth of both body and mind, if it does not become the tomb of talents and health.

Many children begin the study of books when they should be following the strong native bent of childhood in observing objects. The perceptive faculties should be first addressed. Teachers too seldom inquire what is the order in which the juvenile powers are to be developed, and hence lessons are often assigned which task the reflective faculties chiefly, when, in the natural order of growth, they should be comparatively latent. Violence is done to a child who at this tender age is harassed with problems of arithmetic or the intricacies of grammar. Observation precedes reflection. At the earliest school age, the memory as well as the perceptive faculties may be pleasantly and safely exercised with attractive lessons, or observations rather, on form, color, size, weight, place, number, time, the obvious qualities of common things, and the form or spelling of words, and in reading. Let those exercises be very brief—relieved after each lesson by gymnastics or marchings and music, and the primary school becomes a sort of play—safe and healthy for vigorous children of five years of age.

But the objection under consideration relates chiefly to much older children. In regard to them even the wise man is quoted to confirm that view: "Much study is a weariness to the flesh." Very true. So, also, the most invigorating and healthful kinds of labor and exercise bring for the time weariness, till relieved by repose. There are undoubtedly exceptional cases of older children, whose nervous state, or otherwise abnormal condition, requires the partial or entire suspension

of study. But even in these cases the illness is commonly due to other causes than excessive study. When the plainest laws of health are violated, when, for example, children are crammed with mince-pies, colored candies, or doughnuts, between meals and before retiring, it is hardly fair that the inevitable result should be charged to the over-tasking of the teacher.

After the earnest studies of school, and in addition to all the gymnastics there introduced, let children be encouraged to walk and ride, work and play, run and romp; let them row boats, jump rope, trundle hoop, twang the bow, pitch quoits, try for ten strikes, play at ball, base, cricket, or croquet, or with shuttlecock and battledoor, and then we shall hear far less of the evil of overtasking the brain. I have no fear of stimulating healthy children, of suitable age, to excessive study during school-hours, provided they are relieved by proper intervals for gymnastics and music.

To be healthful and inspiring, study must be pursued not as a task—hated and coerced, but under the impulse of such incentives as make it a noble, worthy, cheerful, joyous work. When interest is awakened, ambition kindled, and progress made, the consciousness of improvement becomes a reward of past effort, and a healthful motive to new exertions. The exhilaration of success is a standard hygiene for the body, and cures many maladies which no therapeutic agents can reach. In the school, as in the world, far more rust out than wear out. Study is most tedious and wearisome to those who study least. Drones always have the toughest time. Grumblers make poor scholars, their lessons are uniformly 'hard' and 'too long'. The time and thought expended in shirking would be ample to master their task. Sloth, gormandizing and worry kill their thousands where overstudy harms one. The curse of Heaven rests on laziness and gluttony.

The lazy groan most over their 'arduous duties'; while earnest workers *talk* little about the exhausting labors of their profession. Of all creatures, the sloth would seem to be most wearied and worn. "He that is slothful in his work is brother to him that is a great waster"—first of all, of health. Said Dr. Humphrey, for twenty-two years the President of Amherst College, and who reached the age of eighty-two: "I have yet to see the man who died from the effects of study." Kant, an indefatigable student in the most profound themes of metaphysics, and leader of a new school in philosophy, lived beyond the limits of three-score and ten. As the result of his long experience and wide observation, he was wont to say: "Intellectual pursuits tend to prolong life." He placed great reliance on the power of *cheerfulness* and *will*

in resisting disease. "Be of good cheer" is as wise a prescription for the health of the body as of the soul.

Barbaric races are comparatively puny and short-lived. The increase of knowledge and the advance of civilization have greatly lengthened human life. This fact is abundantly established by statistics in all of the most educated countries of the world, and the careful investigations of life-insurance companies. Old men are seldom found among savages, and the rate of mortality is proportioned in some measure to the *degree* of barbarism; while early deaths every where diminish as science and general culture advance. It is said that the statistics of Geneva show that from 1600 to 1700 the average length of life in that city was 13 years and 3 months. From 1700 to 1750 it was 27 years and 9 months. From 1750 to 1800 it was 36 years and 3 months. From 1800 to 1833 it was 43 years and 6 months.

The great scholars, philosophers, poets, statesmen, orators, discoverers, and savants, have been, as a general fact, men of abounding health and long-lived. The Necrology of ministers, as shown in the annual reports of different denominations, is striking in this particular, especially in view of the well-known fact that physical infirmity some times determines the choice of a professional life. In some families, the son who is too frail to work goes to college. Many years ago, one of five sons of a New-Hampshire farmer was sent to college, because his feeble constitution could not endure the labors of the farm, which his rugged brothers pursued for life. He was long a scholarly and successful pastor, and recently died at eighty-five, surviving all his brothers. Study evidently prolonged his life.

To give a few out of a multitude of illustrations, Lord Bacon, Milton, McIntosh, Burke, Berkley, Sir William Hamilton, President Stiles, President Dwight, Washington, Benjamin Rush, and Audubon, reached nearly three-score and ten years. Dryden, Adam Clark, Leibnitz, Linnæus, Locke, Crabbe, Dugald Stewart, Swift, Roger Bacon, Haydn, Handel, Webster, and Wilberforce, ranged from seventy to eighty.

The advanced age of great British statesmen, among the most intense thinkers of the world, strikingly illustrates the healthfulness of intellectual pursuits. Lord John Russell is now seventy-eight. Lord Palmerston was Premier at eighty and died at eighty-one. Lord Brougham made able speeches in Parliament after he was eighty-seven, and died at ninety. Lord Lyndhurst electrified the House of Lords by a brilliant speech when he was *ninety*, and died at ninety-one.

The average age of the deceased Presidents of Yale College is sixty-nine years, and of all the deceased Presidents and Professors, sixty-five and one-third years. The average age of all the deceased Presidents of the United States, now fifteen in number, is seventy-four and one-half years. Mr. Lincoln, falling by the hand of an assassin while in health, and with one exception the youngest of all the Presidents at his premature death, of course, unduly reduces this average. One—Millard Fillmore—is still living at the age of seventy.

Wordsworth, Rollin, Roscoe, Dr. Harvey and Chief Justice Marshall died at eighty. The three Adamses—Governor Samuel, John and John Quincy—and Noah Webster, averaged eighty-five. John Wesley, leading a life of intense activity, continued to work without faltering till one week before his death, at the age of eighty-eight.

Carl Ritter, Franklin, Pestalozzi, Herschel, Newton, Swedenborg, Mirabeau, Rowland Hill, Washington Irving, the astronomer Halley, the mathematician Hutton, the theologians Beecher, Emmons, and Dana, averaged eighty-five years. Hobbs, Humboldt, Ferguson, Sir Christopher Wren, Bishop Wilson, Fontenelle, William Ellery, Presidents Johnson, of Columbia College, Day, of Yale, and Nott, of Union, averaged ninety-two.

Statistics of literary institutions clearly prove that longevity of scholars is greater than that of any other class of men. This evidence is the more satisfactory because it embraces large numbers and a long period of time.

The average age of the graduates of Yale College during the eighteenth century was nearly 62 years, not including 4 of the number still living at the age of about 94 years.

Dr. Palmer's statistics of Harvard College, from the year 1851 to 1863, show the average age of Harvard graduates deceased during that period to be 58, while throughout the State of Massachusetts the average of all who die after they reach 20 is only 50. Here adults only enter into the comparison in either case.

My investigations on this subject establish another striking fact. As a general rule, in the most advanced years of literary men, when the bodily sight has failed in part or entirely, the mental eye has remained undimmed. This remarkable continuance of reason and intellectual vigor to extreme age is itself a proof of the healthfulness of study.

It is not study itself, then, that injures health, but habits and conditions that have no necessary connection with study. Aside from facts, it seems improbable that the culture and exercise of the noblest part of our nature should prove a drain upon the vital functions of the body. Let

study be pursued in our schools in accordance with the laws of hygiene; let singing and gymnastics alternate with lessons and recitations; let the posture of pupils be erect, their breathing deep, the rooms ventilated, and all proper rules of health be heeded, and little will be said of 'the murder of the innocents in school'. Indiscretions at home do a thousand fold more harm than overstudy at school. Concerts, parties, balls, late hours generally, neglect of exercise in the open air, three or four hours' daily confinement at the piano, excessive or indigestible food, and unventilated sleeping-rooms, suggest the secret of many pale faces and frail forms.

Connecticut Report.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
Springfield, October, 1870. }

CASHING ILLEGAL ORDERS.

IN the July number of the Teacher I called especial attention to a late decision of our Supreme Court, sustaining, in the strongest manner, the previous ruling of this department in relation to the payment of orders drawn by boards of directors on township treasurers. The court say that "the provision [School-Law, Sec. 67] requiring orders to *express on their face for what purpose* drawn must be regarded as *mandatory*, and it *can not*, and *ought not*, in any case be dispensed with."

The attention of school officers is again invited to this subject, and to the communication thereon in the July number of the Illinois Teacher, because the fact of frequent and serious departures from the express requirements of the law, on the part both of directors and treasurers, is being developed in the reports from county superintendents of schools.

As the public schools are now open throughout the state, for the fall term, county superintendents will have a good opportunity, in the course of their school visitations, to remind directors and treasurers of their respective duties in regard to the drawing and payment of orders—an opportunity which should be faithfully improved, so as effectually to prevent a recurrence of the irregularities in question. Directors should be informed that orders which do not show, on their face, the particular indebtedness or purpose for which they were drawn are

illegal and void; and treasurers should be instructed to refuse, peremptorily, to cash such orders, if presented, and warned of the consequences of persistence in such a course. Should the money obtained upon any such illegal order chance to be misapplied, squandered, or lost, not only would the directors be liable therefor, under the 77th section of the act, but the treasurer paying the order would be liable on his official bond for the whole amount of such loss. The law is plain and easily complied with, and its requirements are indispensable and mandatory, and it is the province of county superintendents to see that the practice both of drawing and paying such orders is abandoned, every where and immediately.

DISTRICT AND TOWNSHIP RECORDS.

The attention of county superintendents of schools is also respectfully directed to another very important matter, namely, the *books, records* and *accounts* of township treasurers and boards of directors. The 42d section of the act, page 18, provides that "directors shall be authorized to use any funds belonging to their district, and not otherwise appropriated, for the purchase of a suitable book for their records, and the said records *shall be kept in a punctual, orderly and reliable manner.*"

The duty of procuring such a book, and of using it, as the law quoted above directs, is as imperative upon boards of school directors, and as essential to the safe and prudent management of the business affairs of the district, as is the duty of providing school-houses, employing teachers, or any other duty imposed upon directors by the statute. It is of the utmost importance, in every point of view, that all official school business should be clearly entered of record. Lack of such official records has caused more law-suits and losses, more confusion and trouble, in the financial and general business administration of the school system, than any other one thing.

The subject received very particular attention when I first entered upon the duties of this office, and as early as the year 1859 I prepared, and sent to all school officers, a circular containing elaborate and detailed instructions and suggestions concerning the best manner of keeping the books, records and accounts of school districts and townships; and the subject has received a large share of my time and thought from that day until now. There has been an immense improvement in these matters, but there are still a great many districts in which the requirements of the law are utterly disregarded.

The ideas and recommendations embodied in the circular of 1859 were immediately taken up and acted upon by honorable and well-

known publishers in this state, who have from time to time greatly improved upon the suggestions originally made, until they have produced a set of blanks and records for the use of school officers which, if not perfect, are the best of the kind in the United States—being in exact conformity with all the requirements of the school-law, and adapted to all the uses and purposes of boards of directors and trustees, and so clearly arranged and explained as to be within the comprehension of the most inexperienced. I mention this simply to show that no school board in the state has any good excuse for not keeping its business records in a proper manner. It makes no difference, of course, what books are used, so that they are 'suitable', and so arranged that the records can be kept in an 'orderly and reliable manner'. But it must be understood that the law is not and can not be complied with without procuring appropriate and well-bound *books* of some kind: loose sheets or scraps of paper will not answer the purpose. The language of the law (Sec. 42) is explicit and mandatory—"the directors shall appoint one of their number clerk, who shall keep a record of *all the official acts* of the board, in a *well-bound book, provided for the purpose*."

It is further provided, in the same section (42), that the clerk of each board of directors shall submit the records of the district to the township treasurer, "for his inspection and approval", in April and October of each year, and "at such other times as the township treasurer may require." Treasurers are presumed, in the law, to be experienced and capable business men, competent to keep their own records and accounts in a correct and legal manner, and also to advise, and, if necessary, to instruct, directors in respect to theirs. Hence, the law gives treasurers the power, and makes it their duty, to inspect district records twice a year, and to see that they are kept as they ought to be—that all official acts are duly recorded, and that all statistics required to be reported are faithfully collected and properly entered up. So important is this in the eye of the law, that treasurers would be warranted in withholding the school-fund from any district whose directors neglect or refuse to submit their records for inspection, on demand, or to keep them as directed, until the requirements of the law and the instructions of the said treasurers are complied with.

The attention of county superintendents is further invited to the provisions of the 32d and 56th sections of the school-law concerning the books, records and accounts of township treasurers. If the duties of clerks of boards of directors are clearly defined and peremptorily enjoined, in respect to records, etc., in the 42d section of the act, as has been shown to be the fact, still more explicit and mandatory are

the obligations and duties, touching the same matters, which are imposed upon township treasurers in Sections 32 and 56. The provisions, of Sec. 56 especially, are specific and detailed, and need not be here enumerated. A careful reading of that section will show how amply the legislature has provided for the thorough and systematic management of all the financial and general business affairs of the school-system. If any of these matters are at 'loose ends', in any county, township or school-district in the state, the fault is not in the school-law, which prescribes every essential duty and confers all necessary powers.

As previously remarked, I ask the earnest official attention of county superintendents to the condition of the books, records and accounts of districts and townships, while engaged in visiting schools during the present autumn. The supervision of these matters is a legitimate and highly-important part of the official duties of county superintendents of schools. It is legitimate, because they are, by the 20th section of the act, declared and required to be "the official advisers and constant assistants of the school officers" of their respective counties—because, by the 56th section, they are expressly empowered to "direct" in what manner township treasurers "shall arrange and keep their books and accounts"—because they are repeatedly enjoined, throughout the act, to coöperate with the state superintendent in carrying out all lawful rules and regulations established to increase the efficiency of the school-system—and because the very nature, object and scope of their official position, powers and functions confer and imply jurisdiction in the premises. The importance of such supervision is too obvious for argument—it can hardly be overestimated. One striking proof is just at hand, and will be appreciated by all county superintendents. I refer to the difficulties encountered by them in obtaining reliable statistics and other data for their annual reports to this office. From every county, without exception, where the report was faulty, or behind time, the chief cause assigned was the delay or imperfect condition of the reports received by them from township treasurers. The faultiness of some of the township reports, as represented by superintendents, was lamentable in the extreme. Now, it is quite certain, as every county superintendent knows, that if the books, records and accounts of all district and township officers had been kept as they ought to have been, and as the law requires them to be, no such delays and errors could have occurred. The great majority of the items required to be reported by those officers, respectively, would have been already of record, needing only to be transcribed into the blank forms furnished from this office. The only exceptions would have been a few special statistics, not heretofore called for.

But enough has been said to show the imperative need of immediate attention to the condition of the records and business affairs of school-districts and townships, and county superintendents are again most earnestly and respectfully requested to bestow a large share of their thoughts and time upon this subject, during the official visits which they are now making among the schools. Every superintendent should himself study the subject, carefully, if he is not already master of it, so as to understand it clearly and fully, and be able to give all needful instruction. Then, having in his own mind a clear and well-defined apprehension of the subject, a true idea of how school-records and accounts should be kept, he can proceed with confidence to make his investigations, and put his knowledge in practice. Where all is found to straight and correct, give the word of merited approbation, and pass on; where the reverse is discovered, explain what must be done, and how to do it, and persevere till the reformation is complete. Let this be done in every county, and there will be no trouble in making up future annual reports.

NEWTON BATEMAN, Sup't Pub. Inst.

EDITORIAL DEPARTMENT.

SCHOOL ATTENDANCE.—A tendency to hobby-riding is a trait of the American people. Whenever any class of our people get astride of a particular hobby, the spirit of emulation is some times apt to urge them onward, till in the race the steed gives out. With many teachers, just now, the hobby is 'Per Cent. of Attendance'. With them a high per cent. seems to be the grand object for which schools, teachers, and even children, were created.

There were once two sea-captains whose business was to carry freight and passengers from one port to another. Each one's interest prompted him to make as expeditious trips as possible, consistent with a safe voyage. The legitimate purpose of the trip was transformed, however, to a desire to excel each other in the speed of their respective boats. As the race progressed, a determination to win increased, merchandise was thrown overboard, and the passengers pressed into service in working the boat, till after a time the race was run and the end reached, but at the cost of a disastrous sacrifice of valuable property.

The goal of perfect attendance seems to be the ambition of many teachers. Now, regular attendance in school is desirable; but when it becomes the chief object for which the school is conducted, it has much the same relation to the work of education that a steamboat race has to the business of a common carrier. It is not a very difficult task to secure a high per cent. of attendance when the energy of the

school management is devoted to that object. Strict regulations construed to foster the aspirations of an ambitious teacher may, with work enough, gain the coveted position. Probably more days of attendance in school are secured; probably, also, the number of pupils enrolled will be less. We consider it very probable, too, that, had a less amount of energy been given to attendance and the same been devoted to other necessary work, the school would more completely have answered its purpose as an educational agency, and that its benefits would have been enjoyed by a greater number.

The hobby 'attendance' seems to be ridden in the wrong direction. The result is to diminish the efficiency of the school and to circumscribe its benefits. If, by some means, the object of ambition could be made to be the highest per cent. of children of legal school age enrolled in school, belonging in school, and attending school, we can conceive that this desire to excel would not be so liable to change the school, in its practical workings, from its designed purpose. There would then be an incentive to spread its benefits, instead of to restrict them as now.

The attempt to adopt uniform regulations for the purpose of comparing results in different towns is a good one. In order that the subject shall not receive undue attention, would it not be well to agree upon some common standard of excellence, which may be reached by reasonable effort, with which to compare results? This standard should not be 100. Some of the most experienced teachers of the country affirm strongly that any system of regulations or management which secures a yearly per cent. above 95 is gained at a loss of efficiency to the school, while some do not aspire so high. The agreement upon some such standard by mutual consent would secure all the advantages of comparison and avoid the mischief arising from too great competition.

CARRYING CHILDREN TO SCHOOL.—In the year 1869 the legislature of Massachusetts passed an act authorizing towns to raise money by taxation, or otherwise, to be expended by the school-committee in providing for the conveyance of children to and from school. The act was looked upon at the time as a freak of some eccentric legislator, but it seems exactly to meet the wants of some parts of the state. The chairman of a school-committee in *one of the most populous counties in the state*, in a letter to the Agent of the State Board of Education, says, "We have been consolidating and grading. In stead of eleven schools of the old six months' grade, we have now five primary and two grammar, and shall be able to keep at least eight months this year, with no addition to the appropriation, though we pay better wages, and transport the children in two districts at an expense of ten dollars per week."

CORRECTION.—By an oversight, a mistake was made in the publication of the fifth regulation in the report of the Committee on School Records and Statistics, adopted by the Society of School Principals at its meeting in Chicago. On the blanks sent to principals and superintendents for their use in making monthly reports, the regulation is numbered four. As published, it reads—"4. The name of any pupil who shall have been absent five consecutive days for sickness shall be dropped from the roll; and the name of any who shall have been absent for three consecutive days for unknown cause, or for other cause than sickness, shall be dropped from the roll as soon as the teacher has positive knowledge that he has left and does not intend to return."

It should read—"The name of any pupil who shall have been absent five consecutive days for sickness shall be dropped from the roll; and the name of any who shall have been absent for three consecutive days for unknown cause, or for other cause than sickness, shall be dropped from the roll. The name of any pupil shall be dropped from the roll as soon as the teacher has positive knowledge that he has left and does not intend to return."

TABLE EXHIBITING THE ATTENDANCE, DURING THE YEAR 1869-'70, IN TWELVE OF THE PRINCIPAL COLLEGES OF ILLINOIS.

NAMES OF COLLEGES.	No. of Freshmen, Sophomores, Jun- iors & Seniors in Classical Course.	No. of Stu- dents in other courses.	Whole No. in College proper.	Aggregate of Undergrad- uates in all dep'tm'ts.
1. Shurtleff College	—	—	34	125
2. Illinois Wesleyan University..	13	37	50	162
3. Lombard University	18	37	56	186
4. Abingdon College	—	—	—	194
5. Eureka College	—	—	—	200
6. Wheaton College	20	28	48	222
7. McKendree College	51	76	127	229
8. Illinois College	—	—	40	238
9. Northwestern University	72(?)	37(?)	109	262
10. Chicago University	60	40	100	291
11. Knox College	47	50	97	306
12. Monmouth College	93	38	131	370

Abingdon and Eureka do not distinguish the Academicals from the Collegiates. Shurtleff, Illinois, and the Northwestern, do not distinguish the Classics from those pursuing other courses. In the catalogue of the Northwestern there is a separation in the names of the members of each of the four classes, that renders it probable that 37 of the 109 collegiates have been pursuing other courses of study, 72 the classical. The compiler has not seen the catalogues of any other Illinois colleges for the year 1869-'70. The column headed 'aggregate' includes preparatory and academical students, as well as collegiates.

D.

STATE SUPERINTENDENT.—The renomination of Hon. Newton Bateman to the office of Superintendent of Public Instruction is a recognition of the value of his services in that important position. With the exception of two years—1863 and 1864,—when the office was filled by Hon. J. P. Brooks, Mr. Bateman has been Superintendent since January, 1859. During that time the school-system of the state has been revised and matured, and the fact that many of its features have been adopted by other states is sufficient evidence of its excellence. The state has, during that time, grown to an educational position among the states scarcely second to any other in point of influence. Much of what has been done has been due to the energetic labors of the men in the rank and file of the profession throughout the state. But to say that the greatest honor belongs to the leader is only recognizing the fact every where practically acknowledged, that the character of any enterprise is determined by those at its head. It is to be hoped that during the coming term the legislature will supply the office with needed aid, so that the Superintendent can acquaint himself more thoroughly with our school system in its practical workings.

CIRCULATION OF THE TEACHER.—The steadily-increasing circulation of the Teacher throughout the year is gratifying evidence that its management receives

the approbation of the teachers of the state, and stimulates to a renewed effort to make it what we are sure, with the continued help of the educational talent of Illinois, it can be made—not only the first educational journal of the West, but of the entire country. The contents of the present number will be found of especial interest. The review of the doings of the National Educational Conventions at Cleveland, by Prof. Gray, gives at a glance an idea of educational progress in our own country, while the correspondence of Pres. Edwards presents clearly the condition of popular education in England.

BACK NUMBERS.—The publisher has yet a few complete sets of the back numbers of the current volume of the Teacher, which can be supplied to those desiring their subscriptions to commence with the year. The practical articles of Prof. Hewett, on Primary Geography; of Prof. Metcalf, on Orthoëpy; of Mrs. Jones, on Commencing to Read and Write; of Miss Johnson, on Primary Reading, and Miss Peabody, on the same subject, are worthy of being read and preserved for reference by every primary teacher.

PERSONAL AND GENERAL ITEMS.

REV. NATHAN LORD, D.D., President of Dartmouth College from 1828 to 1863, died at Hanover, N.H., on the 9th of Aug. Upon educational topics Dr. Lord was, in some cases, a man of peculiar and decided convictions.

PROF. DANIEL BENBRIGHT has returned from Germany, where he has spent the last year, and will resume his place as Professor of the Latin Language and Literature in the Northwestern University, at Evanston.

AMOS W. PATTEN, A.B., has been appointed Instructor of Latin in the Preparatory School of the Northwestern University.

D. S. MORRISON, of Chester, has removed to Cape Girardeau, Missouri.

DR. J. G. HOLLAND (Timothy Titcomb) is about to take charge of the monthly magazine 'Hours at Home', under the new title 'Scribner's Monthly'.

SOUTHERN-ILLINOIS ITEMS.—Prof. YOKOM, of the last graduating class of the Normal University, has charge of the Carbondale school; Mr. COOLIDGE, of Litchfield, of the Duquoin school; Prof. YOUNG takes the school at Murphysboro; Prof. JAMES, at Grand Tower; Dr. STRATTON and wife, of Marion school. Prof. SANFORD remains at Anna. Prof. HOLLOWAY, at Pana last year, is in charge of schools at Centralia. Prof. CLARK BRADEN, of Carbondale, has met with a sad bereavement in the death of his wife.

THE City of New York has appropriated \$150,000 with which to commence erecting a building for a Normal College for women. It is expected to accommodate 3000 students.

THE Michigan Agricultural College numbers 129 students, including 10 ladies. The graduating class contains twelve. Annual commencement occurs November 15.

THE American Association for the Advancement of Science has elected Prof. ASA GRAY, the celebrated botanist, of Cambridge, President. The next meeting is to be held in Indianapolis.

THE Trustees of Louisville Medical College have established a beneficiary scholarship for each congressional district in the surrounding and southern states.

THE Normal School at Platteville, Wisconsin, opened with about 240 pupils, of whom 90 are in the Normal Department. The other departments are the Preparatory, Academic, and Model.

SOUTHERN-ILLINOIS EDUCATIONAL ASSOCIATION.

SECOND ANNUAL MEETING.

THE Association met in the Hall of the Public School Building, in Anna, Aug. 30th, at 2 o'clock P.M., and, in the absence of the President and Vice-Presidents, was called to order by W. C. Griffith, of the Executive Committee. G. D. Yokom was appointed Secretary *pro tem.*, and Geo. Ross Railroad Secretary.

Prayer was offered by Rev. P. H. Kroh, who welcomed the members of the Association in an appropriate address, which was responded to by Joel G. Morgan, of the Executive Committee.

The discussion of the question *What are some of the prominent causes of failure in teaching?* was opened by W. H. Scott, of Metropolis, who said we are here not to talk of our school system, but of the education needed by our sons and daughters. The education which does not have reference to the threefold nature of our being, *i.e.*, the physical, mental, and moral, does not amount to much. He thought one great cause of failure was the unwillingness of the people to pay fair wages to teachers.

P. H. Kroh thought the cause of failure to be the want of information in regard to the whole subject of teaching. He said one teacher came to be examined who thought the Seven-Hilled City was one of the cities built by the Children of Israel in the Wilderness. Parents think they can not afford to pay good teachers well, appearing to believe that teaching school is like hauling wood—the cheaper it can be done, the better.

J. P. Slade said that parents and directors were not alone responsible for poor schools. He had observed that teachers who qualified themselves to do good work in the school-room were in demand at good wages. He had found many boards of directors willing to give ten or twenty dollars per month above the usual wages, if thereby they could secure a good teacher. He thought that many teachers, and county superintendents even, had come short of doing their duty.

Rev. Dr. Dimond, of Anna, was not disposed to be so severe upon the teachers, though he thought many of them did not improve as they ought to do. They were too apt to become mere 'routine' teachers. No teacher should be satisfied unless his scholars are really advancing. Notwithstanding the apathy on the part of many teachers and parents, our common schools are not a failure.

Mr. Woodside thought those teachers who could find no reward in their labors aside from the reception of their wages would always fail. But the chief cause of failure lay in the fact that the education of the moral nature did not keep pace with that of the mental faculties.

Mr. Sampson considered irregularity of attendance one prominent cause of failure. The only way to overcome it was to labor with the parents themselves.

Mr. Morgan believed irregular attendance to be the result of a lack of ability on the part of teachers to make the school attractive.

In the evening the members of the Association, and a large number of citizens of Anna, met to listen to Dr. Bateman's lecture, in which he took the ground that no government composed of elements so heterogeneous as those composing ours, and continually becoming more so by the influx of the Chinese, can long endure, unless the masses are educated. He said our common schools were to be the salvation of the nation, that all the beneficent advantages of universal suffrage would

be lost, yea, worse than lost, unless prompt and energetic steps should be taken to educate the millions who, by the exigencies of war, are thrown upon us uneducated and ignorant. Our only safety is in universal education, without which universal suffrage will prove a delusion and a snare.

Wednesday.—The Association was called to order by Vice-President J. P. Slade. Prayer was offered by Rev. W. H. Scott, of Metropolis.

Messrs. Yokum, Sanborn, and Blair, were appointed a Committee on Resolutions, and Messrs. Coolidge, James, and ———, Committee on Nomination of Officers.

The discussion of the question *What is the education needed by the American people?* was opened by W. H. Scott, who said the educational interests of our cities are well attended to, while the education of the masses of the people in the country districts is not what it should be. He thought that not only should attention be given to the physical and mental training of the young, but a due share should be given to moral instruction. He feared there was a tendency in our schools to ignore the moral natures of the young.

Mr. Coolidge said, as this is an educational meeting, it becomes us to consider questions pertaining to education. He thought no set rules of arbitrary morals, as viewed by religious teachers, are what we need. We need broad and liberal views.

Mr. Johnson said the question relates to the education of the many, and not the few. All are educators. The farmer is an educator, and the seed which he drops into the moral furrow which he plows will bring a rich reward. The mother is the most important educator in the world. We should be careful to see that children who have been well instructed at home do not come in contact with vice and corruption after they leave home.

B. G. Roots, of Tamaroa, said he would have every child attach an idea to every sentence he reads, and would so arouse the child that he would, in a good degree, obtain a fair understanding of his lesson. In this way every branch of study can be made attractive and interesting. As children can not grasp abstractions, teachers should, as far as possible, make use of objects with which the children are familiar, in illustrating the lessons.

Mr. Morgan, of Cairo, thought the preceding speakers did not confine themselves to the subject under discussion. He thought this talk about moral instruction foreign to the question, and said that, in order to advance the interests of education, we must begin by the use of practical means. You may preach for ever to a heathen of his moral obligations and not benefit him. But put tools into his hands and show him how to labor to improve his condition, and you confer a benefit. The success of the Prussian army is the result of the teachings of such men as Humboldt. He said if people would only make their homes attractive, buy books for the children, and take plenty of papers, their sons would not leave home and wander off into the world after enjoyment, and be so easily led into evil ways.

Rev. Dr. Dimond, of Anna, said the state must educate the people and fit men for business and make them capable of filling worthily their stations in life.

The question *Should females have as high wages as males for doing the same work?* was introduced and briefly discussed. All who spoke gave an affirmative answer to the question, and mention was made of the fact that in at least one city, St. Louis, females are paid the same as males for doing the same work. Why they do

not receive the same in other places was well illustrated by Mr. Roots, who said that, while it is true that females make just as good teachers as males, if the people want to pay extra for a male teacher to gratify a whim, they can, as there is no law to prevent it. Porgies, on the coast of Long Island, are so abundant that five cents' worth go as far in food as fifty cents' worth of beef-steak. If people prefer the beef-steak, which is no better than porgies, while it is much more expensive, there is no law to prevent them from buying it.

Afternoon Session.—Music by Misses Josie and Jessie Phillips, of Cairo.

Mr. B. W. Baker, of the Normal University, read a carefully-prepared paper on the *Power of Words*.

Next came a discussion of the question *Should the public-school system of Illinois include other branches of instruction than those enumerated in the School-Law?*

Mr. Woodside, of Jonesboro, taking the affirmative, said that Music should be taught. Though not all pupils would become musicians, many of them would, while *all* would be benefited by the training and exercise. Physiology should be taught, and the laws of health should be understood. Some of the branches now taught might be abridged in order to teach Music.

The question was discussed by others, who were of the opinion that at least the elements of the natural sciences should be taught in the public schools of the state.

Mr. Coolidge thought no teacher ought to be allowed to teach these higher branches, or the elements of them, until after obtaining a certificate showing that he was qualified to teach them.

Prof. S. S. Jack, Principal of Decatur High School, read a paper the subject of which was *Aesthetics*.

Following the reading of this paper came a discussion of the following:

Resolved, That the second-grade certificate ought to be abolished.

Mr. Morgan said he would not disgrace a teacher with a second-grade certificate. He had been superintendent for four years, and in all that time he did not give more than three second-grade certificates. Certificates are seldom shown to directors, and if they are, they have no influence on them. They should not be given, because they unnecessarily wound teachers' feelings. Let the test rest on qualification to teach the branches prescribed.

Mr. Holderby said there was not sufficient material in the state to fill all of the schools with teachers deserving first-grade certificates. Teachers should have at least one year's experience before receiving a first-grade certificate.

Mr. Sampson said that our State Superintendent does not grant State Certificates to any who have not had at least three years of experience. This rule was based upon the principle that practice, above mere scholarship even, decides who are and who are not successful teachers. Men may be polished scholars and, just for the want of practice, poor teachers.

Evening Session.—A paper on *Primary Teaching*, from the periodical prepared by the Ladies of the Decatur Public Schools, was read by Mr. W. H. Hubbel, of Makanda.

The address of the evening was delivered by Hon. John H. Oberly, of Cairo. Commencing by saying that our school system needs no defense, for the reason that it is itself its own best defense, he made an eloquent appeal for a broader culture and more general diffusion of the blessings of education, till every citizen, no matter what his nationality or origin, shall become an intelligent voter.

Thursday.—After usual opening exercises, a paper on *Teaching Geography*, from the Decatur Periodical, was read by Mr. Sampson, of Jonesboro.

Mr. Roots, being called upon, said that he would consider the Association an Institute, and discuss the question *What shall be done with the child during his first six months or year at school?* I would use the slate almost exclusively. I do not use the blackboard as much as the slate with this class. I delegate the care, in some measure, to older scholars, who take pride in the commission, which benefits them by resting them, and practicing them in the habit of instructing others. What do we value Grant for? Success. So I value teachers. If they possess this talent, they are the ones to be valued in society. You can not teach a child abstractions. In carrying tens, I do not stop to explain the philosophy of doing so, because it is beyond his comprehension. He must exercise faith.

Two other articles from the Decatur Periodical—one on *Teaching Penmanship*, and the other on *Teaching History*—were read by Misses Emmons and Michan.

The Chairman of the Committee on Nominations, Mr. Coolidge, presented the following list of officers for the next year: *President*—James P. Slade, of St. Clair county. *Vice-Presidents*—B. G. Roots, of Perry; W. H. Scott, of Massac; G. N. Halloway, of Marion; N. P. Holderby, of Gallatin; J. C. Scott, of Richland; S. F. Gilmore, of Effingham. *Secretary*—H. S. English, of Alexander. *Treasurer*—J. W. Blair, of Perry. *Executive Committee*—T. A. E. Holcomb, of Union; W. C. Griffith, of Clark; R. T. Young, of Jackson. The report was adopted.

The Executive Committee was instructed to have the next annual meeting of the Association at Carbondale, at the time of the opening of the Southern-Illinois Normal University, if circumstances should favor this arrangement; otherwise, to select the week preceding the last week in August for holding the next meeting.

[Want of space forbids the insertion of the series of resolutions adopted by the convention.—ED.]

As a majority of those 'down' on the programme for exercises were not in attendance, it became necessary to make out a new order of exercises for each day.

At 12 o'clock M. the Association adjourned,—with the understanding, however, that all who could not leave before evening should meet at 2 o'clock P.M. for a sociable, which proved to be not the least interesting part of the meeting to many of the members, who thus had an opportunity of becoming acquainted with their associates, and of exchanging views with less formality than they could in the business sessions, but with no less pleasure and profit.

EDUCATIONAL NEWS.

ILLINOIS.

AURORA.—The schools opened with an enrollment of 1400, an increase of 50 over that of the first week last year. The number of teachers is 27, including six of the last graduating class of the High School. Miss R. E. Wallace, Training Teacher, who has accepted a position in the school at Oak Park, is succeeded by Miss F. E. Lindsley. The High School, in care of Miss Reed, assisted by Miss Shepardson, is full. Latin and German have been added to the course. The outlook indicates a prosperous year.

BLOOMINGTON.—The schools, so far as opened, are full to overflowing. Four buildings contain 1400 pupils, two more buildings will be occupied soon, and a third about the holidays. The High School contains 140 pupils. The present number of teachers is forty, and eight more will be needed soon. The advance recently made by Bloomington in educational matters may be seen from the following extract from a letter just received from Superintendent Etter. He says, "Two years ago we had but few pupils in the public schools, comparatively; now we have all. Then there was but one school-building fit to be so called; now we have four large ones, and three smaller, all in good order, well ventilated and heated, supplied with almost every convenience. The board have just purchased another lot, and intend to erect another house next spring." For this great improvement the credit is largely due to Mr. Etter. The Board of Education have shown their appreciation of his labors by increasing his salary to \$2600.

NOTES FROM CHICAGO.—The new school year of the city public schools opened Sept. 5th, when about 28,000 pupils gathered themselves in charge of 550 teachers. Additional school accommodation for 3500 pupils has been furnished in new buildings since last year. Two new grammar schools and three primary have been organized. A new branch building in the Brown District (West Division) will be ready for occupation during the present term, and is greatly needed, as there are ten half-day divisions in that school. About 300 pupils are waiting for seats in the Moseley District (South Division). All the school-buildings in the South and West Divisions are full, and there is yet lack of room... The Larrabee opens with 450 pupils. C. G. Stowell, Principal; Maria H. Haven, Head Assistant.... The Principals met at the office of the Board of Education, Saturday, Sept. 10th, and organized for their Association work the coming year. J. L. Pickard, Superintendent, was reelected President; Geo. Howland, Vice-President; and A. R. Sabin, Secretary. This Association held regular monthly meetings last year, and, under the leadership of the Superintendent, did a good deal of work, the influence of which will be felt in the schools this year. An Executive Committee, consisting of Messrs. Lewis, of the Haven, Baker, of the Skinner, and Heywood, of the Ogden, was chosen to arrange business for the meetings this year, which will be held on the first Saturday of each school month, at 9.30 A.M., 76 LaSalle St. By the Constitution, the following constitute the regular membership of the Association: J. L. Pickard, LL.D., Sup't; J. D. Broomell, Ass't Sup't; S. Johnston, Clerk of Board of Education; *High School*—Geo. Howland, A.M., Prin.; E. C. Delano, Prin. Normal Department; S. P. Wellers, Teacher of Latin; S. H. Peabody, Teacher of Natural Sciences; H. F. Munroe, Teacher of Latin and Natural Sciences; Dr. Willard, Teacher of History; J. Slocum, Teacher of Mathematics; Albion Cate, Teacher of Greek; C. G. G. Paine, Teacher of Mathematics; Mrs. E. F. Young, Prin. School of Practice and Normal Primary. *Grammar Schools*—A. P. Burbank, Principal Dearborn; N. T. Boomer, Jones; A. H. Vanzwoll, Scammon; James Hannan, Kinzie; F. Hanford, Franklin; B. R. Cutter, Washington; S. N. Griffith, Moseley; J. K. Merrill, Brown; O. T. Bright, Foster; F. S. Heywood, Ogden; A. R. Sabin, Newberry; Jeremiah Mahony, Wells; I. S. Baker, Skinner; Leslie Lewis, Haven; Jas. H. Broomell, Cottage Grove; C. F. Babcock, Holden; Miss E. Lundegreen, Holstein; H. H. Belfield, Dore; Alfred Kirk, Carpenter; A. N. Merriman, Hayes; N. C. Twining, Forest Av.; C. G.

Stowell, Larrabee; F. B. Williams, Clarke. *Primary Schools*—Mary J. Synen, Principal Pearson St.; Hattie N. Winchell, Elizabeth St.; Sarah O. Babcock, Rolling-Mill; Mary E. S. Brown, Walsh St.; Fannie E. Flowers, Mitchell St.; Annie E. Young, Elm St.; Mary E. Reed, Wentworth Av.; Catharine H. Johnson, Blue Island Av.; F. Emma Coss, North Branch; Nancy A. Helm, Cicero; Etta J. Reed, Calumet Av.; Lizzie C. Rust, LaSalle St.; Ellen J. Kennedy, Lincoln St.; Mary J. Dewey, Third Av. Friends of education generally are cordially invited to attend the monthly meetings of this Association. The Superintendent announced that our regular institute work would be conducted in the three sections of the city as follows: West Div., at the Skinner School; South Div., at the Haven School; North Div., Franklin. They will be in charge of the principals of the several sections. The Sept. Institute will be held on the 24th; thereafter, on the second Saturday of each month. . . . *High School*.—There are at present twenty teachers connected with the High School, besides four 'High-School Class' teachers. Number of pupils, 631: 58 senior class, 71 first middle, 149 sec. middle, the remainder juniors; Normal Department, about 80. . . . Mr. Blackman has, during the summer, revised his Graded Songs, No. 1, and has added No. 5 to the series, designed for the High School, with four-part studies arranged for mixed voices. Mr. Whittemore, owing to ill health, has not resumed his school duties as yet. . . . *German*.—German has been introduced into 11 of our schools. The German Committee in the Board of Education have come to see that a voluntary study in a graded school is an incongruity. They are therefore requiring the German to be taught by divisions, where all the children may study it without losing ground in their other studies. I am sorry to know that this new movement is meeting with opposition among some of my brother principals; but let me assure them, *through the Teacher*, that, after one year's trial of the above plan, I am only surprised that they have endured the *class* plan so long. German has long ceased to be an annoyance to me, and I would gladly see it taught to every child in our city. . . . Principals Baker, Belfield and Merriman have been seriously ill during the summer vacation. Mr. Merriman is still unable to resume school work. . . . Mr. and Mrs. Leslie Lewis have the sympathy of their many friends in the loss of their only child.

DECATUR.—The financial and statistical reports of the schools for the year 1869-'70 are before us. From them we gather the following facts. Whole number of pupils between six and twenty-one years of age, 2,247; total enrollment for the year, 1,770; average number belonging, 1,370; average attendance, 1,290; average age, 10.3 years; number of pupils attending less than four weeks, 106; between four and eight weeks, 129; between eight and twelve weeks, 206; between twelve and sixteen weeks, 121; number of teachers employed, 28; average number attending per teacher—in High School, 27.5; ward schools, 49.2; cost of tuition per pupil, including High School, upon average daily attendance, \$13.22; cost of same including all expenses and interest paid, \$22.72.

GALESBURG.—The schools commenced with a little over 1400 pupils and 27 teachers. Special teachers of Penmanship and German have been employed. Regular instruction in Music has been incorporated into the course of study, and a teacher in that branch also has been employed. There are two colored schools. The schools have but five full hours in each day's session. All delinquents

are detained half an hour within the school-room. The teachers are to meet once a week in the evening for reading and elocutionary drill.

JACKSONVILLE.—Superintendent Olcott is hard at work acquainting himself with the duties of his new situation. The High School has about 80 pupils.

JOLIET.—A correspondent writes us as follows: "The public schools of Joliet opened on the fifth instant, with a full corps of teachers. The attendance is larger than ever before, and great unanimity and good feeling seem to exist concerning school matters. The school-buildings have been repaired and beautifully decorated during vacation. Two new school-houses have been erected the past year. This city now employs twenty-four (24) teachers and a superintendent. Probably, as the year advances, two more teachers will be added to the corps. The schools are thoroughly organized and graded, the discipline is effective, and every thing systematic." Charles I. Parker is City Superintendent.

LITCHFIELD.—The report of the schools of this city gives a total enrollment for the past year of 953 pupils; an average number belonging of 586; attending, 638. The corps of teachers comprises Mr. B. F. Hedges, with twelve assistants. The best possible comment on the liberality of the board of education and the efficiency of the teachers is the fact that the latter were unanimously reappointed, at increased salaries.

NORMAL.—The Normal University opened on the 12th ult., with an attendance of 325 pupils in the Normal department, 64 in the High-School department, 60 in Grammar department, and 25 in Primary department; total, 474. The experience of the University justifies the expectation of an addition of from ten to twenty-five per cent. in the different departments during the first week. Eight of the thirteen gentlemen graduating in the last class of the Normal department, and one from the High-School department, are teaching, at salaries varying from \$1000 to \$1200 a year. By the catalogue just issued, we notice that during the past year the University had 27 students in the graduating class; 84 who have finished more than one year's study and less than three; and 318 who have done less than one year's work. The total number in the Normal department was 429; in the High-School, 76; in the Grammar School, 200; and in the Intermediate and Primary School, 52; Miss Horton, of Massachusetts, has been engaged as Principal of the High School, as successor to Mr. Pillsbury. Pres. Edwards has returned from Europe.

PEORIA.—From the Fifteenth Annual Report of the Board of Education we gather the following items. Total number of seats in public-school buildings, 2,545; number of persons in the city between the ages of six and twenty-one years, 7,581; number between the ages of seven and twenty-one, the former being the age at which pupils are admitted to the schools, 6,913; number of pupils enrolled, 3,019; average number belonging, 2,213; average daily attendance, 2,000; per cent. of attendance, 94.4; per cent. of average number belonging upon whole number enrolled, 73.3; per cent. of average number belonging upon number of school age, 32; tardinesses per pupil upon average number belonging, 1.6; average number belonging in High School, 55; average number of pupils belonging per teacher—

in High School, 16; in District Schools, 43. Salaries paid during the year were—to male teachers—one, \$1900; five, \$1200; to female teachers—one, \$900; one, \$600; two, \$550; four, \$525; two, \$500; six, \$475; fourteen, 450; five, \$425; four, \$400; ten, 375. Cost per pupil on total enrollment, \$13.91; on number belonging, \$18.97; on daily attendance, \$20.09. The report of Superintendent Dow contains a statement of the work of the year and the present condition of the schools, and valuable suggestions for their future management. The schools have opened the new term with full attendance and much more encouraging prospects than for several years.

QUINCY.—The Report of the Board of Education for the year just closed is on our table. We take from it the following items. Amount paid during the year for teachers' salaries, \$15,949.35. Total number of pupils enrolled, 2,962; average number belonging, 1,536; average attendance, 1,318. The average number belonging was 52 per cent. of the enrollment; the average attendance was 44 per cent. of the enrollment; fifteen per cent. of those drawing public money were enrolled in school; and the average attendance was 13 per cent. of the same number. The average age was 10 $\frac{3}{11}$ years. Average number of teachers employed for the present year, with their salaries, is, one gentleman at \$1500, one at \$1000, one at \$900; one lady at \$650, one at \$600, nine at \$450, nineteen at \$400, and two at \$380. During the past year the number was one gentleman at \$1500, one at \$1200, two ladies at \$550, two at \$450, seven at \$425, seventeen at \$400, and four at \$380. The new year opens favorably. The High School contains 84 pupils. A new and splendid building, the Franklin School house, now nearly completed, is attracting the attention of the people to the public schools, and, when opened, it will be occupied largely by pupils now attending private schools. For several years the school-system of the city has been growing stronger, and now it has brighter prospects than ever before.

ROCKFORD.—We have received from Henry Freeman, Superintendent of Schools in East-Rockford, his report to the Board of Education. It is brief and pointed, forcibly presenting some important suggestions. Among others are—monthly pay of teachers, fencing High-School grounds, better pay for teachers, greater provision for the wants of the schools generally. The average enrollment of pupils under his control is about one thousand.

SHELBYVILLE.—The graded schools, under the superintendence of our friend Jephthah Hobbs, are opening with all accommodations filled. The prejudice which existed against the system when first established has worn away. Mr. T. J. Mouser s Principal of the High School.

SPRINGFIELD.—The schools opened on the 5th ult., under most favorable omens, a very large number being in attendance. The High School opens with about 180 pupils. Mr. Bennett, the new Superintendent, takes hold of the work with a will, and promises to be popular. There is among the teachers generally an earnestness and enthusiasm which has never been excelled.

COOK COUNTY NORMAL SCHOOL has 85 students in the Normal department, 60 in the High-School, and about fifty each in the Intermediate and Primary depart-

ments. The school has just taken possession of its new and splendid house, erected at a cost of about \$100,000. The edifice was dedicated on the 22d ult. The dedicatory address was made by Hon. Lyman Trumbull. Speeches were made by Mr. Bluthardt, President of the Board of Supervisors; A. G. Lane, County Superintendent of Schools; J. L. Pickard, Sup't Schools, Chicago; President Edwards, of Normal University; Alderman Woodard, of Chicago, and others.

PEORIA COUNTY NORMAL.—The new year of this school has commenced with fuller attendance than ever before. The Training Department has been enlarged, and an additional teacher, Miss Nellie Pringle, of Fredonia Normal School, N.Y., has been engaged.

FERRY HALL.—We learn that the Ladies' Department of Lake-Forest University, Ferry Hall, Hon. E. P. Weston, Principal, is opening its second year with a large attendance and the most flattering prospects. This institution was established to meet a demand not previously supplied, and is receiving a fine patronage, corresponding with its excellent facilities. Its location, equipment, and management, combine to insure it a large success.

UNIVERSITY OF CHICAGO.—The college year opened the 12th of September, with a larger addition of new students than in any previous year. The last catalogue contained the names of 346 young men, in all the departments. Of this number 55 belong to the Law School. No one of the various Medical or Theological schools of the city has yet become incorporated with the University. This young institution has, apparently, a brilliant future before it. Already, in the few years of its existence, it has acquired a highly-respectable position among the colleges and universities of the country. The President, Dr. J. C. Burroughs, is a man of great energy and tact, both as a general manager and as a teacher. Among the professors are several men of national reputation. The great telescope is among the chief 'sights' of Chicago. During the past year, the famous Hengstenberg Library—a rare collection of over 12,000 volumes—has been added to the other, already numerous, facilities for a superior education. With several of the leading men of the city deeply interested in its prosperity and growth, the University of Chicago can hardly fail to become a great power, not only in our state but in our entire land.

QUINCY COLLEGE.—By the catalogue of this institution for 1869-'70, we learn that in the Collegiate department the number of students for the year was—Freshmen, 33; Sophomores, 15; Juniors, 3; Seniors, 4. The Preparatory department numbered 90; Commercial, 87; Model School, 66; total, 258. The new year opened September 5th, with an unusually large attendance from the rural districts. Besides the preparatory, scientific and classical courses, there is a normal course for the especial benefit of those intending to teach. The system of formal and regular marking is discarded. All students are examined once a month, and their class standing thereby determined, according to which they are every month re-seated in their recitation-rooms. There are also public test examinations at the end of each term, and at the close of the year. Only those who, in these examinations, maintain standing in their classes above a certain grade are allowed to compete for honors.

INSTITUTES.

AN inter-county institute, for the counties of Kane, Kendall, DeKalb, LaSalle, Lee, Bureau, and Ogle, will be held at Mendota on the 5th, 6th and 7th of the present month. The following is the published programme.

First Day.—1. Devotional Exercises, $\frac{1}{4}$ hour. 2. Organization, $\frac{3}{4}$ hour. 3. *Use of Teachers' Institute and Normal Drills.* Remarks by Superintendents G. S. Wedgwood, of LaSalle, and H. P. Hall, of DeKalb, $\frac{1}{4}$ hour each; followed by a general discussion, $\frac{1}{2}$ hour. 4. Music, $\frac{1}{4}$ hour. 5. Elocution, $\frac{1}{2}$ hour, with illustrative Readings and Recitations by Miss Churchill, of Chicago.

Second Day.—1. Devotional exercises, with singing, $\frac{1}{4}$ hour. 2. *Primary Instruction*, $\frac{1}{2}$ hour, by Miss F. Lindsley, of Aurora. 3. *School Classification*: How shall we organize and classify a school on first commencing a term or year? by Superintendents Geo. B. Charles, of Kane, and J. H. Preston, of Lee, $\frac{1}{4}$ hour each; $\frac{1}{2}$ hour general discussion. Recess, 15 minutes. 4. How shall we secure *uniformity* in Examination of Teachers? by Superintendents A. Ethridge, of Bureau, and J. R. Marshall, of Kendall, $\frac{1}{4}$ hour each; $\frac{1}{2}$ hour general discussion. *Afternoon.*—1. Music, $\frac{1}{4}$ hour. 2. *Grammar, and how it should be taught*, by Profs. Powell, of Aurora, and Henry L. Boltwood, of Princeton, $\frac{3}{8}$ hour each. Recess, 5 minutes. 3. What is the best method of conducting Examinations? by Superintendent Wells, of Ogle County, $\frac{1}{2}$ hour; $\frac{1}{2}$ hour general. Recess, 5 minutes. 4. *Theory and Art of Teaching*, by Hon. G. W. Quereau, of Aurora, and Prof. Clark, of Ottawa, $\frac{1}{2}$ hour each.

Third Day.—1. Devotional, with Music, $\frac{1}{4}$ hour. 2. *Should Children from 6 to 15 years of age be compelled to attend our Public Schools?* by Capt. J. H. Freeman, of Polo, and H. O. Snow, of Batavia, $\frac{1}{4}$ hour each; $\frac{1}{2}$ hour general debate. 3. Lecture, $\frac{1}{2}$ hour, on *School-Room Physiology*, by Dr. L. Hurd, Earlville. Recess, 5 minutes. *Should the Bible be read as a school exercise in all the public schools of this state?* Affirmative—A. J. Sawyer, of Sandwich; Negative—J. Ivor Montgomery, of Somonauk, $\frac{1}{4}$ hour each; general discussion, $\frac{1}{2}$ hour. 5. Report of Committee on Resolutions, etc. 6. Critic's Report.

There will be a lecture the first evening by Miss Churchill, and the second by Hon. G. W. Quereau. J. IVOR MONTGOMERY, Sec'y of Com.

FULTON COUNTY.—The County Institute was held during the last week in August. A very full programme for each day had been neatly printed beforehand. Those named upon it and who were present gave, by their previous preparation, an unusual degree of interest to the occasion. Those named and absent received especial notice in the shape of a unanimous vote of censure. More such outspoken sentiment of teachers in regard to like failures would raise the profession decidedly in the estimate of its own members. So long as the profession meekly allows itself to be imposed upon in such way, so long will it lack, to a great extent, that element of self-respect which will give it dignity in the eyes of an intelligent public. The exercises, evening lectures included, were given by teachers of the county. A unanimous and hearty vote of thanks was given to Superintendent Benton for his assiduous labors in discharge of his official duties. This was a deserved compliment to an efficient officer. The whole expenses of the institute were \$14.50. At its close an examination was held, at which six second-grade and three first-grade certificates were given. J. H. Graham was made President for the next year. The total attendance of teachers was sixty-three.

JACKSON COUNTY.—The second session of the Jackson County Teachers' Institute convened at Carbondale, August 22d, and continued in session five days. The attendance was small, yet the exercises were very interesting. Class drills were given in *Arithmetic*, by R. J. Young, of Murphysboro; in *Grammar*, by Theodore James, of Grand Tower; in *Reading*, by H. T. Wright, and in *Phonic Analysis*, by G. D. Yokom, both of Carbondale. At the close of the institute a public examination was given. The public schools of Carbondale are superintended by G. D. Yokom; of Murphysboro, by R. J. Young; and of Grand Tower, by Theodore James. These gentlemen are experienced teachers, who have recently moved into Southern Illinois. To good teachers there are good openings in Egypt. Dr. Ford, our new County Superintendent, is making a very efficient officer. His examinations of teachers are close and critical. None but qualified teachers can secure certificates in Jackson county. JACKSON.

LOGAN COUNTY.—The indications are that a larger number of districts than usual will have nine months' school this year. Lincoln, having five thousand inhabitants, has just completed an elegant and commodious school-building, at a cost of \$42,000. The school board has been fortunate in securing the services of Prof. Wilkinson, late of Jacksonville, as superintendent of the schools. Atlanta is setting a good example in the matter of new school-buildings. Her new building in progress of erection will be neat and attractive enough, and sufficiently large, without an extravagant expenditure. When completed, it will seat 550 pupils, and will have cost only about \$25,000. Geo. J. Turner is Principal of the Atlanta schools. The next session of our Teachers' Institute begins at Lincoln on Monday, October 24th, and will continue through the week. L. T.

NOTICES OF BOOKS AND PERIODICALS.

(⁶²) This is one of the volumes of the Chase & Stuart Classical Series, and is put up in the same neat and compact style as the other volumes of the series previously issued. The type and paper, the binding, and the convenient size of these books, will at once secure for them a favorable reception. The text is based upon the oldest and best manuscripts; the notes are carefully and judiciously prepared, and are well filled with grammatical references and explanations of construction. Although Sallust shows a decided partiality for antique forms and modes of expression, yet there is much to commend his writings to the student. We should be glad to see his *Catiline* and *Jugurtha* more generally read in our preparatory schools; and we are by no means certain that it would not be an improvement to substitute them for a portion of the unreasonable amount of *Virgil* required for admission to many of our colleges. C.

(⁶³) This volume is a good specimen of the taste and skill displayed in the mechanical part of the preparation of many of our school-books at the present day. It is beautifully printed, on fine tinted paper, and bound in the best of style. In external appearance it is a vast remove from the Latin Grammars as known to our fathers. Woods's translation of *Madvig* has been in use for nearly a quarter of a century, and has received the highest commendation from classical scholars both in this country and in England. The present edition has been revised, and in many places retranslated, by Prof. Thacher, of Yale College, and contains all the additions and improvements made by the author himself in his last edition of 1867. With the growing disposition among teachers to place in the hands of the beginner a mere manual of Latin Grammar, which shall seek simply to make him familiar with the leading forms and usages of the language, such a work as this of *Madvig*'s is indispensable as a book of reference. It is exhaustive and complete, and is admirably adapted to the use of teachers and advanced students. It has no equal for the purposes for which it is designed.

(⁶²) C. SALLUSTII CRISPI CATILINA ET JUGURTHA: with explanatory notes, lexicon, etc. By Geo. Stuart, A.M. Eldredge & Brother, Philadelphia.

(⁶³) A LATIN GRAMMAR FOR THE USE OF SCHOOLS. By I. N. Madvig. Translated by Rev. Geo. Woods, and revised by Thomas A. Thacher, Professor of Latin in Yale College. Ginn Brothers & Co., Boston.

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STATE NORMAL SCHOOLS.

MR. EDITOR: In the summary of your correspondent, Mr. E. W. Gray, 'of the signs of the times from the lookout of the late convention' at Cleveland, the following statement occurs:

"State Normal Schools had their advocates, while the conviction was general that hitherto they have signally failed, and that they can not, in the nature of the case, be relied upon as a principal instrumentality in securing the end proposed. Teachers' Institutes, carrying home to the masses the most essential information, and giving knowledge of the best methods of teaching, certainly had much more general, if not universal, favor; and to my mind this is a significant indication."

In respect to these rather rash assertions will you allow me to remark:

First, that if the conviction at the Cleveland convention was general that State Normal Schools had 'signally failed', it is somewhat singular that two days should have been occupied by the representatives of these failures in the discussion of questions relating to the further extension and development of the system. If that conviction was general, it is strange that gentlemen like yourself, Messrs. Ogden, Arey, Sheldon, Rounds, Dickinson, Hagar, and others, who were prominently connected with the convention, did not hear of it until the fact appeared in print over the signature of Mr. Gray. For one, while mingling somewhat actively and quite generally among the assembled educators, I did not hear even a single hint of any such conviction. Certainly no public expression was made to warrant so preposterous and sweeping an inference. Indeed, it is questionable whether any prudent educator, with the history of State Normal Schools for the past thirty-two years before him, would risk his reputation for intelligence upon this subject

by making so unwarranted an assertion as that they have 'signally failed'.

Secondly. The first State Normal School in this country was established in 1838. So far from having signally failed, it still lives and prospers. And nearly all of the northern, with several of the southern states, have established and are liberally supporting similar institutions. From one such school in 1838, the number has increased to nearly fifty in 1870. Every year witnesses additions to the number. More have been put in operation during the last five years than during the preceding twenty. If State Normal Schools are signal failures, how is the fact of this rapid increase to be accounted for?

Thirdly. The State of New York, from a single Normal School in 1844, with an annual appropriation of \$10,000, has 'signally failed' by inaugurating six others, with an annual appropriation of nearly \$150,000. Wisconsin has established three within the past five years, two of which are in successful operation, and she has accumulated a fund for their support valued at \$1,000,000. Minnesota has, within the same period, established three, all of which are eminently successful. This young state has appropriated from her treasury the sum of \$200,000, during the time named, for the support and encouragement of these agencies for the training of teachers. Indiana has done nobly at Terre Haute. And your own Illinois,—does she pronounce Edwards and his grand achievements at Bloomington a 'signal failure'? If so, why that splendid endowment at Carbondale? why that imposing dedication in Cook county, a few days since? Verily, if the sentiment at Cleveland was as represented by your correspondent, the convention ought to have resolved itself into a historical society, for the special investigation of the literature of this subject.

Fourthly. Your correspondent says: "It was apparent that it is the public sense that teaching must be made a profession," etc. Exactly so. And how has that truth, proclaimed a generation ago by Mann, Gallaudet, Stowe, Page, and other representative educators, become a part of the 'public sense'? Through the actual results achieved mainly by the State Normal Schools. The public sense has at last begun to discern the vast difference between a trained and an untrained teacher. It begins to be perceived that there is a profound philosophy at the foundation of this great work of *developing human character*—the true end of education; that teaching is the most difficult of all arts; that its basis is exact science, and that the knowledge and skill necessary to the proper discharge of its duties can not be picked up in a few days at a Teachers' Institute, however valuable these agencies may

be in their way. It is becoming more apparent to the 'public sense' that a professionally-educated teacher must become so by a careful, systematic and painstaking course of preparation, such as a Normal School only can impart. No man who has carefully studied the history of these important agencies, through all their struggles in the midst of all the obstacles which ignorance, prejudice and malice could invent, can with any show of justice pronounce them a signal failure.

Fifthly. If your correspondent implies by a signal failure that a few of these institutions, scattered over half the area of the republic, have not been able to supply a hundred thousand teachers for as many schools, he can technically justify his assumption. But in that case the assumption itself is preposterous; for they were never designed, never expected, to accomplish impossibilities. They were expected to prove, what they have proven conclusively, that, as a class, teachers specially trained for their work are greatly superior to those who are not thus prepared. They were designed at first as an experiment to *demonstrate a great principle of educational policy*. They were expected to train a large number of teachers who *would improve the average quality* of yet other teachers whom they might instruct in turn, and of others still, with whom they would come in contact in the institutes, associations, and conventions. They were expected to elevate the standard of teaching in the communities where they might be located, by furnishing good models of organization, instruction, and discipline, and by sending out teachers thoroughly furnished for their work. And nobly have they answered their design, fully have they vindicated the sagacity and wisdom of the far-seeing men who have struggled so manfully and long to place them in an assured position. Said Horace Mann in one of the last letters he ever penned, addressed to the President of the American Normal-School Association at its meeting in 1859, "How vividly do I remember the time when this cause emitted its first glimmering twilight ray! Now its glorious orb is ascending toward the meridian." And so the truth is marching on. State Normal Schools are not a signal failure, but a signal success. They are no longer an experiment, but an accomplished fact. The only danger which menaces them is that inexperienced and incompetent persons may be placed in charge of them, and thus divert them from their true aim as professional seminaries for teachers. But that will be the fault of their managers, and not any intrinsic defect in the principles which underlie them.

I fully accept the theory enunciated in the third proposition of your correspondent, that 'the state is responsible for the education of the youth of the country'. And the state must take the consequences of

this responsibility, at whatever necessary cost. If it be the duty of the state to establish and support a system of common schools, it is derelict in its duty if it omits to provide for the schools thus created 'able masters, worthy of the high vocation of instructing the people'. It is its duty to establish and liberally support normal schools enough to supply every school with a competent teacher. Teachers' Institutes are good enough, as far as they go. But, 'in the nature of the case', they do not and can not go far enough, by a long distance. If the profession of teaching is so evanescent and superficial a thing that it can be picked up by attendance upon a few institutes, then education is itself a sham and a delusion. These are the convictions that are becoming general, outside of the Cleveland Convention at least. Hence we are witnessing the rapid growth of the Normal-School System, and it will continue to expand until it is made capable of compassing the larger design of becoming a principal instrumentality in securing the end proposed—an adequate supply of well-trained, skillful teachers.

Finally. If Mr. Gray misconstrued the criticisms passed upon our State Normal Schools at the convention as a judgment of signal failure, by the same criterion he will be compelled to class our common schools, graded and ungraded, in the same category. *They* are far from having worked up to their theory or answered fully their design. They, too, are imperfect. Our colleges are imperfect. All human instrumentalities are imperfect. Are they therefore signal failures? We think not. But it is our duty to detect their defects and patiently and hopefully to labor for their improvement, until their highest possibilities for usefulness are reached, or until we can devise some better plan to accomplish their beneficial purposes.

WM. F. PHELPS.

State Normal School, Winona, Minnesota, Oct. 10, 1870.

M O R A L S A N D M A N N E R S .

BY J. L. PICKARD.

It is some times asserted that the moral tone of the public school is not up to a healthful standard—that it is unsafe to intrust the education of children to such an agency. Some, who fear not so much its immoral tendencies, claim to find great cause for alarm in the lack of æsthetic culture—in the neglect of 'manners'.

That there is some truth in the assertion, and some occasion for alarm, can not be denied. It is not my purpose to disguise the fact that to some extent both morals and manners are neglected. But I may with propriety ask the question Is any other kind of school entirely free from liability to similiar criticism? Are the home influences, of those families, even, who will not patronize public schools because of their immoral tendencies, always and ever pure? Do private tutors and governesses succeed better than public teachers in inspiring their pupils with a love of virtue and of manly deportment? Are vicious practices and boorish habits entire strangers to our colleges, seminaries, and boarding-schools? Experience and observation will warrant the answer No. Nor should I be surprised to hear from them an emphasized No!

There is certainly nothing in the nature of a public school which makes it more objectionable than any other. Pupils are about the same the world over. They yield more readily to degrading influences, hence elevating influences must be made the stronger. The home and the school, the parent and the teacher, must be at one. The public school affords the same opportunity for this concert of action as does any private school. Where, then, lies the blame, if our public schools are not as high-toned in point of morals, as exact in matters of deportment, as are others? Is it in the pupils? May not my children find as corrupt associates in a private school as in a public school? May not the very impression that all they meet in the former are pure-minded and refined put them off their guard, so that they are more easily ensnared? Is it safe to assume that the children of the wealthy, who are able to furnish them private tuition, are any more virtuous than the children of the poor? They may have more polish; but have they more culture? Will a corrupt heart covered by a smooth manner have any less influence than the same corrupt heart in a forbidding exterior? Is it in the teachers? Our teachers, as a class, can not be surpassed in moral qualities or in refinement of manner. Nor are the exceptions to such a statement less rare in professors and preceptresses than in our plain common-school teachers.

If public schools are not what they should be and what they are capable of becoming, may we not find the reason in the withholding of patronage on the part of those who know so well what a good school should be, and prize so highly and so justly refined manners and a correct life?

TWO WAYS OF DOING SCHOOL-WORK.—VI.

BY E. L. WELLS.

Miss F. is a very kind teacher. She helps her pupils over every obstruction in their rugged path to knowledge. She pronounces for them the difficult words, and gives them three or four trials in spelling them. She solves for them the difficult problems—which, in the difficult book they use, are nearly the whole of them,—and she excuses them from learning the rules of arithmetic and the fine print of the grammar. She starts the tables and the definitions for them at recitations. She is a very kind teacher. And what a pity she can not always accompany her pupils along the journey of life. Poor things! How can they continue to climb the hill of science when she is gone! How can they chew gum without her to start it for them!

Mr. G. is an 'old teacher'. He prides himself upon this—that he has taught many terms. He has some reputation, and always finds work. He has some excellences as a teacher, but in many respects he is a workman of the stage-coach and flint-lock age. He does not attend institutes, reads no educational journal, visits no schools, and would not attend examinations if he were not obliged to do so. He is a school-keeper. His primer scholars are taught by the a, b, c method, and read and spell c—a—t, c a t, at a snail's pace, with a probability that the snail would win. His classes read three or four lessons at a single recitation. He asks only the questions of the text-books, asks them in their printed order, and, after his scholars have answered, he looks at the book to see if the answers are correct. By mistake he asks "What is a square foot?" but before his pupil has completed his answer, he exclaims, "O! the next question is 'What is the table?'" He and his scholars say exquis'ite, centrifug'al, agāin, Carrib'ean, Americā, Gibberaltar, etc., etc. Easy John reads from his Third Reader, "And Gesler observed William Tell to have another arrow under his griddle." When the young ladies' class has read of a man passing through some woods where he caught sight of some horses tied to a cluster of trees near an old wooden house where there was a religious meeting at the time, and these young ladies are asked to close their books and tell what has been read, they seem astonished that they should be asked such a question. But, after some hesitation, they generally agree that a man was going through some woods and a wooden horse caught him. Some dissent, and say a man caught a wooden horse.

Miss H. has her pupils learn definitions. She is very particular in this work. Susie Jones spelled the word 'glutton', but could not define it. Said Miss H., "You ought to have learned this. Can you not think what it means?" Susie thought in vain, and was reprimanded and told that she must remain after school and learn that a glutton is a gormand.

Peter Hasty very promptly defined 'obliterated' as 'bottled out'. Her larger pupils can recite as fast as they can talk,—“Geography is a description,” etc.; and they say they have never seen the earth. They recite promptly, “A noun is a name,” etc., and they say that the stove, desks, books and maps are nouns. She tells Kitty Workwell she has had an excellent lesson, for she has recited correctly all of the capitals of the United States. But upon questioning Kitty we find she does not know what a capital is. She says capitals are on rivers: she has seen boats on rivers, and concludes that capitals are boats. When Miss H. explains the meaning of a word, it is after this manner: “A park is a place where there are fountains, statuary, etc.; now do n't forget what a park is.”

Very unlike Miss H. is Miss I., who also requires definitions. A little boy in recitation spoke of an acute angle. Said Miss I. to him, “What could you say in place of acute.” After a little thought, he replied, “I could say a sharp angle.” A little girl used the word obtuse, and in reply to a similar question said she could say a blunt angle. Thus new words receive attention from them until they are well understood. Her scholars are brimful of thought. They abound in enthusiasm in discussing the subjects of their lessons. They are young philosophers, and puzzle many an older person with their eager questions. But the pupils of Miss H. are stuffed with meaningless words. They are no incentives to thought, or feeling, or action. Being dead themselves, they can not give life to their possessors. Miss H. has never learned that true teaching consists in developing, and not in cramming.

SCHOOL GOVERNMENT.

BY A. C. BLOOMER.

MUCH has been said and written in regard to '*school government*'; still, there is room for more. What an easy task the teacher's would be, were all his pupils earnest and diligent workers. Such would prob-

ably be the case if each one understood his true relation in school, each knowing that he is working for himself. But a great many children are driven from home to the school-room, without a word of explanation or encouragement from parents. They can not or do not know why they must go to school and study for five or six hours every day. They, as a class, see little use in so doing. They always have plenty of time after to-day.

Some go to school and study faithfully because it is the wish of their parents that they should; others, because the teacher says "You must study your lessons and not idle away your time. Idleness is the greatest prodigality in the world." Could not more be accomplished if the pupil understood the true relation between himself and school? If pupils were taught at all times to be obedient because it is *right*, many vexatious trials would be overcome. Parents generally instruct their children to obey the rules of school. If the little child wishes to know why his teacher does not wish or permit him to whisper, why he must go to school when he does not desire it, his inquiries are hushed by the parent: hence the mind is kept undeveloped, acting mechanically, and not by light of reason. If parents are not willing to satisfy the inquisitive spirit, the teacher should take particular pains to do so. He should teach truth and honesty, obedience and diligence in study, because it is *right*.

"Order is Heaven's first law." All things must work in perfect harmony. Classes going to and from the recitation-seats should be required to go in order and quietly. If pupils are kept at work, they will have little time to even think of communicating or looking around the room to see what A, B and C are doing. Let us remember, "Order and method render all things easy." Every teacher should have a programme by which to be governed. It should be written upon the blackboard, where all the members of the school can see it. It must be adhered to at all times. When the time comes for recess, give it to the very minute. If we are prompt, our pupils will find it out, and learn to follow after us. Teachers, as a class, are all the time thinking "How can I make my school interesting? What shall I do to get my reading-class to give stricter attention to their reading? Where is the trouble? Do I give too lengthy lessons, or do they not study enough?"

At the commencement of this term I had each pupil make out a programme of his studies, giving me one copy and retaining one for himself. The one attached was handed me by one of my pupils:

FORENOON.

9.00 to 9.15, Opening Exercises.
 9.15 to 10.45, Study and Recite Arith.
 10.45 to 11.00, Recess.
 11.00 to 11.30, Study Rhetoric.
 11.30 to 12.00, Study & Recite Spelling.
 12.00 to 1.15, Intermission.

AFTERNOON.

1.15 to 1.45, Elocution: Recite Mo. and
 Wed; Study Tues. and Thurs.
 1.45 to 3.00, Study & Recite Astronomy.
 3.00 to 3.15, Recess.
 3.15 to 3.45, Recite Rhetoric.
 3.45 to 4.15, Penmanship.

Study one hour and thirty minutes at home.

In looking over the different programmes, we find out how much time each intends to give to the several studies. If at any time a pupil fails to get a lesson, the teacher is able to find out the cause very easily. Some require more time than others in getting the same lesson. It will bring pupils to the mark, especially those who are in the habit of studying only till they find something they 'ca'n't get' at first sight.

Yates City, Ill., Oct. 12, 1870.

THEORY *VERSUS* PRACTICE IN TEACHING.

BY DARIUS H. PINGREY.

THEORY, according to Webster, is "A doctrine, or scheme of things, which terminates in speculation or contemplation, without a view to practice." This definition applies very forcibly to the mode of teaching adopted by some teachers, who seem never to have had any idea of the practical utility of the knowledge which they impart. This class of teachers build their own theories, irrespective of the experience of the past. They set themselves up as the standard of perfection in teaching, ride their respective hobbies, and disregard the plainest teachings of wisdom. This class discard text-books, and the definitions of science laid down by men of experience and culture. They coin their own definitions, which abound in verboseness and inelegance. The definitions of the standard text-books are set aside as obsolete matter, unworthy to be taught to pupils. The result of such teaching is confusion.

It is the class of theoretical teachers who ride hobbies, and search long to find nice points upon which to 'split hairs'. They are the teachers who insist upon mere mathematical accuracy in every particular, and who lose sight of real breadth of culture.

Text-books are essential in teaching, and the matter which the standard text-books contain should be learned by the pupil and taught by

the teacher. The definitions in the best text-books are the result of long study by the best men of the country, who have given concise and comprehensive rules, definitions, and explanations. It is not reasonable to suppose that the teachers of the public schools are better qualified to coin definitions than men who have devoted their lives to the pursuit of some special branch of learning, and who have set forth the best possible definitions in that branch.

To impart knowledge so that it will become of practical usefulness to pupils is not even considered by this class of theoretical teachers. Whatever they do undertake they carry to an extreme, running through the most minute, microscopic net-work, sifting and comparing all of the minutiae, until nothing remains, or until the goal is lost in the labyrinth of their wanderings. These teachers should be classed by themselves and called teachers of one idea, who never have a comprehensive thought on any subject.

The great mass of the people obtain their education at the public schools, and should be taught in such a manner that they may be able to use their acquired knowledge. But with many this is not the case. Pupils taught by extremists have but little idea how to put their knowledge into practice. They can, perhaps, calculate the cost of one-ninety-millionth part of a grain of wheat at one dollar a bushel, but are wholly incapable of computing the cost of excavating a cellar at so much per cubic foot, or to tell the cost of plastering a room after all the dimensions are given. They may be able to tell you the interest on one dollar for the sixtieth part of a second, at one per cent., and egregiously fail in computing the interest on a note. The pupils are not in fault: it is their teachers who should be censured for spending their pupils' time in calculations of insignificant moment. The pupils of such teachers might possibly make good detectives, but not philosophers nor statesmen, nor could they fill any sphere of life in which breadth and culture of intellect are necessary. It is very true that this class of teachers call all other teachers 'old foggy', and wage a general warfare on all systems not agreeing with theirs.

This opposition of theoretical teaching to experimental and practical will have the effect of putting in stronger light the teachings of experience as the true standard. The process of teaching every thing according to a prescribed formula must be modified, or else the votaries of theory must give way to men who teach so that their pupils can put into practice the knowledge acquired. The demands of the age require more practical knowledge and less theoretical. Pupils must not only be taught to think, but to act, and to act understandingly.

Rushville, Ill., Oct. 1870.

THE CALLA.

BY B. R. CUTTER.

C. ETHIOPICA, or Egyptian Lily, is one of the best and most showy of our house plants, when properly grown; but too many people expect too much of it, and try to force it all the time.

The Calla should be potted early in autumn, in a mixture of peat or swamp muck, clear sand, and good garden soil, in about equal parts. Keep only moderately moist till flower-buds appear, when more water should be given. Keep the leaves and flower-stalks well supported, as they are very liable to be broken when watered or moved.

If the plant should make foliage for a long time without flowering, cease watering freely for a time, and frequently they will show flower in a short time, when water should be given again.

Some times an old plant will throw up a great number of suckers, which weakens it. These should all be taken off but three or four. To do this, turn it out of the pot and shake off the dirt, so that you may be able to see where to cut so as not to injure the roots; then repot as before directed.

After they are done flowering in the spring, or in June at the latest, they should be moved out doors and allowed to dry off gradually. It is no matter if nearly all the leaves die, leaving perhaps only one or two short ones: it will grow all the better for such treatment.

Washington School, Chicago, Oct. 1870.

HOME LESSONS IN ORTHOËPY.—IV.

BY THOMAS METCALF.

1. IN the September lesson I referred to the placing of long *u* (or some allied sound) for long *oo*, which ought to be uttered in the words *school*, *prove*, *two*, *truth*. The opposite exchange is some times made. In some portions of the country *Noosan* and *Loocy* are urged to play their *noo dooet*, and their father, who has a *constitootional* fondness for the *floot* and his *dootiful* daughters, drops his *noospaper* as soon as they are *allooded* to. This error is not wholly foreign to Illinois. There are teachers in our own state who use long *oo* for long *u*. Is

the reader one of the number? If so, let the putting-away of the habit be the first home lesson. Let him remember, however, that long *u* must *not* be uttered immediately after the sound of *r*, *sh*, or *zh*.

2. Pronounce, with a strong accent on the first syllable of each word and without dwelling at all on the second, *fah'iv tah'ims nah'in*. Having followed the directions, you have given an erroneous but not an uncommon utterance of 'five times nine'. The correct delivery of long *i* does not present to the ear an Italian *a* so clearly and fully formed. What there is of the Italian quality should, in ordinary speech, be instantly merged in the second element of the long *i* (namely, *ē* or *ī*) which should be as quickly dropped. In singing long *i*, it is true, the former element, the Italian *a*, forms the basis of the tone; but it is an error to hold this a perceptible length of time when, in common speech, we utter such words as *find*, *mine*, *divine*.

3. A still more frightful distortion of this diphthong is some times observed; thus, *naw'in tav'ims naw'in*—*noin toims noin*. Such an error reverses the quaint but not obsolete pronunciation which we have heard, of *ile* for *oil*, *bile* for *boil*, and *nize* for *noise*.

4. I present a home question.

Can you pronounce the following combinations as they must be pronounced to accord with Webster's Key? Some of them are words, some are caricatures, and some are popular errors: Hand, hānd, hānd; luv, luv, lēv; plāful, plefūl; thot; fōrtū; prētī, prītī; sāmūn, sāmūn; sāmōdī, sālmodī; kārēt, kārōt, kārāt; bārēl, bārī; kwōrēl, kwōrl; lātūn, lātū; jōgfī, jēōgrāfī; ksilī vēb, ōgzilyārī vērb; lāj, lārj; ēkstēnshūn, kstēnshn; fārwlē, fārwlē.

R E S T .

BY GRACE C. BIBB.

THERE is a singular idea in the minds of people, both in the profession and out of it, that many things innocent enough in themselves and held to be rather beneficial than otherwise to the general public are beneath a teacher's dignity. As if what is added to the instructor is subtracted from the individual.

Because, forsooth, one teaches children for six hours of every day, he is not to rest on the seventh, but rather to be set up on some pedestal of imaginary dignity, from which he can never step down, even to handle a

mallet on a croquet-ground, without endangering the structure. There are two duly-recognized means of recreation: teachers may play chess, or they may attend lectures; but if in neither they find rest, what then?

It is not less of human interest that we need, but more. The best instructors are not those who are ciphers outside of the school-room. The truest wisdom is from experience, the highest knowledge from beyond books. Whatever helps to make the most of us as men, as women, also helps to make the most of us as teachers. The more lines of communication we establish between ourselves and humanity, the more closely will the hearts of our scholars be bound to our hearts; the more nearly will we teach and govern through perfect love. We are in the world and of it, fighting its battles with its weapons: what is right for us as members of society, as beings accountable to a wise God, is not wrong for us as teachers.

There is no class to whom real rest from labor is so essential — rest not of absolute repose, but of entire change of occupation. Let us take this in whatever way seems to us best. Let us not fear healthy, rational amusements, and let us class amusements as for us healthy or unhealthy just in proportion as they refresh or exhaust our weary brains, and as they soothe or excite our overtaxed nerves.

KINDERGARTEN.

DEAR SIR: I was very much cheered by the cordial manner in which the true kindergarten doctrine was received in the West. It was a new proof to me that it does contain the great secret of education; which is, to assist from the beginning in intellectual as well as moral and religious development, neither of which *can* proceed with any degree of perfection *unassisted* by an education in the maternal spirit. The growth of mind and extent of nature's development, so well described by Miss Youmans, does not, however, as she leaves it to be inferred, go on spontaneously. It needs the educator's careful oversight, just as the learning to walk must always have it. To educate is such a means of development and of profit to the educator that God enjoins it on every individual in contact with the young, on the penalty of injuring them; for not to educate aright injures. This idea seemed to be taken, with the greatest clearness, by most of my audience, who seemed to realize that, of course, this prodigious force of will (which, combined

with an unbounded sensibility or heart, seems to be *the whole of a child* when first born), must necessarily create evil more or less, unless it shall be guided *by the mind*. This direction is a development left to the care of the parent or educator, and leading into temptation, or delivering from evil, just in proportion as the child is truly guided. This throws all the responsibility of the fact of evil upon *the human race*. It is *not necessary*—although it is so nearly universal in point of fact that it is no wonder people believe it *necessary*. It can only be banished from the earth when education shall become so primary and so profound that children shall know, from the first, *how* to do the will of God, on earth as it is done in heaven, where order is heaven's first law, and love is the pervading spirit. The absolute qualification for carrying on true education is to be converted and become like a little child, as Jesus Christ says is necessary even to enter the kingdom of heaven. And this is what the kindergarten doctrine prescribes. The teacher must first study into the nature of the child, and learn the adaptations of nature without to the development of the nature within; and what study is at the same time so profound and so beautiful! It is the appreciation of the mother's instinct, and the true means and the only way to make the home education and the school education one. And this science is not to be discovered now, for Froebel has discovered it.

Froebel has, in fact, given us the key to all the great problems that interest the age. He solves the woman question by opening on her mind this great science of human nature, to be learned by nothing less than by actually exercising the maternal art on the children of the next generation: an art which can no longer be considered a dull or inferior thing when it is seen that, in order to do it rightly, we must learn the organism of the soul on the one hand and study nature on the other, so as to appreciate the laws of vital growth, which we are to lead children to apply in their earliest plays, and *thereby learn* before the age of responsibility begins. When these fine laws are learned so early in life, and make the little children experience their power of satisfying the mind, we shall not see so much of the *propensity to evil* as appears now. For this propensity is *superinduced* upon those beings whom Jesus pronounced of the kingdom of heaven already, and set up as models for his disciples, because as yet they had not *sinned*, which is in its essence nothing but *disorderly action* depraving the innocent heart.

Is it not interesting to remember that the first coming of Christianity was in the form of an infant? and perhaps we are just now learning the significance of that symbol, which reveals Christianity in the bosom of every human family, for ever and ever. It is striking that Jesus says

but little about our educating children, but rather of their educating the adult; and we shall never know how to do our part in this holy communion until we humble ourselves to learn of them what alone can make them happy and keep the harmony of their natures during their growth, in stead of antagonizing them, as we do now, and trying to impose our minds on them—as if they were clay to be modeled, in stead of living organisms that are killed, or at least diseased, by being *handled*—and should be cultivated like plants, upon which we bring the laws of nature to bear.

I think the kindergarten doctrine will send an electric power through all education, up to the university; but I do not think any thing can be done effectively except by establishing normal classes for those who are to teach the children. It is a *specific* science, as well as art—the science of sciences, the art of arts,—and does not come by intuition. Froebel, who seems to have divined its principles, did so only gradually, through a lifetime of study; and because he has elaborated it into processes which he explains, is it possible for any one to practice on it—even with a six-months preparation. It is unfortunate that there is as yet only one normal school. But I am in hopes to get an endowment for another to be set up, in the District of Columbia perhaps, to educate teachers for kindergartens there and in the territories. The Chairman of the Congressional Committee, if he can secure by private endowment a salary of \$2000 for three years, will be able to call from Lubec that teacher of whom I speak in my Plea appended to Cardinal Wiseman's lecture, and open a free normal school to those *qualified* to enter on the study. I came within one of getting myself made trustee of a fund of \$10,000, by means of which I could make Mrs. Kriege's school a free school, and establish in the Middle States the other school; but death mocked my hopes. With such a lift, the thing would go on, and in twenty years no normal school, or woman's college, would be without its professorship, and all mothers would be educated.

I have run on without stint upon this theme so dear to me. But I must not end without saying that the Wisconsin Convention, was the best educational convention, in its spirit and exercises, that I ever attended. I fear such a one could not be gotten up in the *Eastern States*, though those who made the addresses were largely Eastern-born. But there is not such a dead weight of *laissez faire* to lift at the West as there is here. *There* there is hope of *doing* what is seen to be good. I congratulate you.

Yours respectfully,

ELIZ. P. PEABODY.

NOTES, LEXICOGRAPHIC AND LITERARY.—I.

BY DR. SAMUEL WILLARD.

UNDER this title I propose to notice new words and new uses of old words, and peculiar phrases or idioms; to remark upon the history of words, idioms, and Americanisms; to notice current literary allusions to fact and fiction the explanation of which is not easily accessible to most readers; and in general to gather up little matters interesting to the curious and *query*-ous among the readers of this magazine. It will be seen that our sections 1 and 3 below are notes like those which make up Wheeler's excellent little *Dictionary of the Noted Names of Fiction*: I do not propose to include in my 'Notes' any thing in that book, as that should be as easily accessible to all readers as the dictionary is. If any one wishes to ask questions on such allusions in our current literature, and will give me reference to book, volume, and page, citing passage and sufficient of context, I will answer through these 'Notes'—if I can.

1. BISHOP HATTO.—"After this the legend of Bishop Hatto seems reasonable."—*Putnam's Mag., N. Ser., VI, 495*. The story of Bishop Hatto is one of the mediæval legends, and is discussed by S. Baring Gould in his *Curious Myths of the Middle Ages, Ser. II, p. 182*. The frontispiece of the volume is a copy of an old print illustrative of the story. The legend says that Hatto, once Abbot of Fulda and Bishop of Mayence, had a large store of old grain in the year 970 (some say 914), which was a year of failure of crops and of famine: that he scoffed at the poor who came to beg relief; but he at last gave out word that on a certain day he would give relief to all who could not buy. On the day set, hundreds came and were sent by him into a great barn to wait: when it was full he closed the doors, and set fire to the building, and laughed at their screams, which he compared to the squeals of rats. But soon God sent upon him a plague of rats that pursued him: he escaped to a tower on an island in the Rhine, the Mauesethurm, to which myriads followed him: they swarmed into the tower, and finally devoured him. There is such a tower in the Rhine, of which the story is told. Gould thinks the legend grew out of ancient human sacrifices, the victims of which were exposed to vermin in some cases. Southey has versified the story under the title 'God's Judgment on a Wicked Bishop'. Gould gives various versions of the story, and cites several similar or related ones: among them is that

which Herodotus tells of the defeat of the army of Sennacherib, which happened by a host of mice that invaded the camp and gnawed the bow-strings and shield-straps of the soldiers, so that they had means neither of offense nor of defense.

2. SOUTHEY.—Should this name be pronounced with the sound of the *ou* in the first syllable as in *south*, or as in *southern*? This question is resolved readily by the rhyme in which Byron sets the name: he makes it rhyme with *drouthy*: hence the *ou* is like that in *south*.

3. Pou Sto.—“If Archimedes had had that engine at command, he would not have gone snivelling about after a Pou Sto.”—*Putnam's Mag., New Ser., II, 217*. Archimedes was the greatest physicist of antiquity (3d century B.C.), and studied mechanics and the mechanical powers. He was telling King Hiero of Syracuse of the power of the lever, and enthusiastically said “Give me *where I may stand*, and I will move the world.” The words in Italics are the Greek *ποῦ στῶ*, *pou sto*: and this phrase is used to mean standing-place; particularly, place which one takes to make a great effort.

4. GALLICANISM.—In modern church history, the policy of maintaining certain degree of independence in the church organization in France, against the Pope, by which nominations to bishoprics shall be either made or controlled by the government of France. At the time of the Reformation, the support of the church by the states of Europe was compensated for by the allowance of political influence and local liberty of the church in the various nations. “The Pope suspects the Emperor of Gallicanism, and frequently compares the conduct of Napoleon I to Pius VII with that of his nephew toward himself. ‘Both,’ he has said, ‘tried to dictate the conduct of the Holy See’.”—*Putnam's Mag. N. Ser., Nov. 1870, VI, 484*. This shows something of the meaning of the word. See in church history the Councils of Constance and Basle, and the life of John Gerson.

5. AN M. B. WAISTCOAT.—In Old and New (*Jan. 1870, Vol. I, p. 128*) is this sentence: “A man's theology can no longer be predicated by the cut of his coat or an M. B. Waistcoat.” What is an M. B. Waistcoat? M. B. is an abbreviation for *Mark of the Beast*, in allusion to Revelation, xiii, 16, 17; xiv, 9, 11: and it was applied in England by some dissenter to the garments specially adopted by that portion of the English clergy that favored the Tractarian or Romanizing movement, and who attached special importance to the style of their dress. The dissenters regarding this dress as a mark of Romanism at

heart, and the papacy and the Roman Church being in their view the great beast of the Revelation, the articles of the dress became known among tailors by the designation M. B. It was accidentally disclosed to a Tractarian customer by the orders given by his tailor in his presence to the foreman of the shop. See Hotten's *Slang Dictionary*.

6. BISHOP.—The piece at chess placed next the king and queen on each side: its move is diagonal. It is singular, considering the antiquity of chess and the allusions to it in literature, that this definition is wanting in all editions of our great American Dictionaries of Webster and Worcester.

7. TIRELESS.—A critic in the *Atlantic Monthly* (XXII, 757), in a notice of Mrs. Henshaw's *History of the N. W. Sanitary Commission*, pounces upon her use of this word, and informs her that there is no such word. Finding it again in the last number of Putnam that we are to have, p. 502, this piece of critical superciliousness comes to mind. No critic has a right to object to a new word which is formed according to the recognized analogies of the language, and which is shorter, or more expressive, or smoother, than any which it may supplant, or which is adapted to express another shade of meaning. *Tireless* may be defended on several of these grounds, and is well formed. The only etymological objection must be that it is formed by annexing *less* to a verb in stead of a noun. But we have in common use *relentless*, *resistless*, *ceaseless*, *listless*, *reckless*, and *quenchless*, only *quenchless* being formed with passive signification, though *resistless* is either active or passive: there is also *moveless*, used by Pope, passive in sense; but I have met with it used actively. There are also in our dictionaries these obsolete or unusual words formed in the same way: *exceptless* (Shaks., active), *liveless* (Shaks., perhaps from adj.), *corruptless* (Dryden), *opposeless* (Shaks.). The word is one which will make its way into the language, meaning more than *unwearied*, and being shorter and smoother than *untiring*. 'No such word', forsooth! It would sadly mar any volume of the *Atlantic* to strike from it the new words used by its writers; rightly used and rightly coined, too.

8. DIPLOMATIST.—This word ordinarily means one skilled in or employed in diplomacy, or the official intercourse of nations; but Geo. P. Marsh uses it in *The Nation* (No. 276; XI, 238, b), to mean one skilled in diplomatics, which is knowledge of old manuscripts, and the art of deciphering them and judging of them.

9. HOSPITATION.—Used in Putnam's Magazine (N. Ser., VI, 491, b) wrongly: the word should mean 'being a guest'; it is used where *hospitality* should be used, 'the reception of a guest'.

10. LINE.—This is defined as meaning, as a measure, one-twelfth of an inch. A jobber in Chicago tells me that in measuring buttons a line is, in English manufactures, one-fortieth of an inch: in French, one-tenth. He showed me a rule adapted to measure the diameters of buttons, divided according to the English scale of which he spoke.

HOBBIES : ATTENDANCE.

BY AARON GOVE.

AN editorial in the October Teacher has directed my thoughts to 'Hobbies' of teachers. I conclude that this riding hobbies is often the real cause of success. Few and no great results are, except by such riding. There seems little probability of endangering the cause by making an earnest effort to raise the percentage of attendance in our public schools.

Some one has learned that the best schools have the best attendance. Learning that fact, and noting that among the many excellences of a successful school high rate of attendance is one, he or she is thereby incited to work up his own school.

When I visit the schools of my friend, I note especially the good. I take it home and, if possible, incorporate it in my own work. In visiting one of our small cities, the present year, where the population is largely foreign and not unusually intelligent, I found inferior buildings, furniture, and surroundings. The mental discipline was severe: the breadth of culture, for youth, unusual. The school was a success. Every body believed it. When I saw the record, saw the per cent. higher than in similar towns elsewhere (it was above 95), I was sure of one foundation-stone upon which to build a school. Attendance, tardiness, careful preparation of teachers, closeness of work in details, all were hobbies there.

It is common, if we would belittle one, to say of him 'he rides hobbies'; but a little more riding in some cases would help.

It seems possible to make the attaining a high per cent. an end rather than a means. One year's work at it, even for an end, will probably increase our efficiency. It will work on parents, *where it is most needed*. A hundred men kept a hundred boys out of school, some day in October, to pick potatoes. Teachers could not prevent it: fathers could.

Strong effort and 'loud' by teacher will cure that fault in many fathers. Every public educator knows it to be a fault.

One cause is sufficient for absence—sickness. I know of no other. The sooner our public schools work on that basis, the sooner they will be more valuable to the country.

I do n't quite see that effort in the direction of attendance detracts from effort in other directions: on the contrary, excellent attendance of a school is presumptive of other excellences. The more one works in this manner, the more he can work.

I believe a high per cent. of attendance is a requisite in a good school, and that the standard is and should be 100. The fact of this standard never having been reached seems a poor reason for lowering it. Even were it made 95 per cent., we should soon want to know who had obtained 100 per cent. of 95 per cent. Schools that I have observed are more valuable to their towns with 98 per cent. than with 95 per cent. attendance. I believe the census should always be regarded in considering the efficiency of a school.

ELEMENTARY GEOGRAPHY.—IV.

BY PROF. E. C. HEWETT.

IN my last article I spoke of exercises for developing the idea of length or distance. I conceive this to be a subject of so much importance that I will dwell upon it longer, and more in detail. Suppose your class to have studied the inch and the half-foot or six inches. Now, let exercises like the following be kept up for several days. Having your class stand before the blackboard, each with chalk in hand, and supplied with the little rules or slips for measuring, as already suggested, let all faces be turned toward the teacher. Give the command "Make a straight line six inches long." At the word "One", all turn toward the board; at "Two", all place the chalk on the board ready to draw; at the word "Three", the line is made. "Examine" follows, when all judge of their work, and change it, if it seems to be wrong. Next, give the command "Measure": now the little rules are applied, and the work is tested and corrected. At the word "Erase", the work is removed. Now, give the order "Face", and all turn toward the teacher, ready for the next similar exercise. This work should be done with military precision: allow no delay, no sloven-

ly work, no eye turned to the neighbor's work; unless the command is given, as it may be, to examine and test the work of neighbor at the right, or the left, as the case may be.

You will find it convenient soon to use several technical and geometrical terms. Let these be taught one at a time, on the correct principle of 'Ideas first, names afterward'. For instance, make two lines—one horizontal, the other inclined; require your class to point out their difference. Hold a book horizontal, then incline it, and require the pupils to state the difference in position. Take other illustrations, if necessary, until you will get the expression that in one case 'the line (or book) *tips*', in the other it does not. Then let them say, "A line that does not 'tip' is *horizontal*." Let this word be pronounced, spelled, mastered. Now, take an exercise requiring the pupils to draw a "horizontal line six inches long," as before. Next, make two lines—one vertical, the other oblique. Let the pupils point out the difference. Hold two books in these positions, and let them tell the same thing. When you are told that 'one *leans*, and the other does not lean', accept this statement, and then let them say, "A line that does not lean is *vertical*." Now fix this word in the same way. Then require them to make "A vertical line six inches long," etc. Teach that the leaning line is called an *oblique* line. Require them to hold a book so that it shall be horizontal, vertical, oblique; or to point out things in the room that are horizontal, vertical, or oblique, etc.

Now, make two lines that are parallel, and two that are not,—hold two books parallel, and two not parallel. Require the difference to be pointed out. As soon as you are told that in one case the lines or books are 'at the same distance apart in all parts', accept it; and require them to say, "Two lines which are the same distance apart in their whole extent are *parallel*." Master this word; and then illustrate it, and have them do so. Require "Two parallel, horizontal lines, six inches long, etc. Make two lines meeting each other; show the two lines meeting at the corner of a book-cover, etc. Ask what they make? When you get the word 'corner', accept it; and then give the word 'angle' in stead. Practice upon this word as before. Now, make a right angle, an obtuse angle, and an acute angle. Ask for their differences. Dwell particularly on the right angle; talk about it, until you are told that one of the lines meets the other without *leaning* toward it on one side or the other. Now tell them that when two lines meet in this way they make a *right* angle. Here explain that two lines, or surfaces, that make a right angle are *perpendicular* to each other. Master this word, and require them to illustrate it. Point out very carefully the differ-

ence between *vertical* and *perpendicular*. These terms are often confounded. Now, explain when an angle is *obtuse* and when *acute*, and give these words. If you should get the words 'blunt' and 'sharp' at first, that is well; accept them.

These exercises may be very profitable, but they will call for much time, patience, and ingenuity, if they are truly successful. I should think they might profitably occupy a class of little folks ten or fifteen minutes a day, for six weeks, or more. I wish you would try them, teachers, and let us know how they work.

We shall now be ready to study *home Geography* more fully, and to proceed to make the acquaintance of maps. I believe that the earliest work in Geography proper ought to be confined *almost wholly* to maps, and to talks from the teacher. The eyes and the ears are the organs most fully exercised in the early stages of development, not forgetting the hands; and we are unwise if we do not recognize the order of nature while teaching. I shall speak more on this point in my next article. When I observe the methods commonly followed in teaching Geography to the little ones—methods, as I think, so faulty both *in matter and in manner*,—I have no wonder at the meagreness of the results.

Normal, Oct. 17, 1870.

EDITORIAL DEPARTMENT.

STATE TEACHERS' ASSOCIATION.—The prospects are good for a valuable meeting of this body at Decatur, on Tuesday, Wednesday and Thursday, Dec. 27th, 28th and 29th. A portion of the time will be used, as in the past two years, in section work, in which Reading and Arithmetic will receive special attention. A wider range than so brief a title indicates, especially in Reading in the High-School Section, is contemplated. A course of reading and literature for schools of a high grade will more fully express the idea. State Superintendent Bateman is expected to prepare a paper or address; President Edwards will give the results of his observations in Europe; a gentleman of a life-experience as a teacher, and for several years a resident in China, will give us an insight into the Chinese system of education; a discussion on Truancy will be led by a gentleman of wide experience in reformatories, and continued by others; some light on the philosophy of education will come from an examination of the methods of teaching mutes, who lack one of the avenues of communication used in reaching ordinary minds. Additional addresses and discussions are ready, but definite arrangements necessary to announcement in a programme are not yet completed. We shall be able to publish in the next number of the Teacher the rates of hotels and boarding-houses for the accom-

modation of guests, and also the programme in full. A space will be allotted for reports and general conference on educational facts at home and abroad.

WHAT SHALL BE THE EXERCISES AT THE CLOSE OF THE TERM.—Ordinarily, when a man undertakes an enterprise, he does it after a careful consideration of the work to be done and the means by which it is to be accomplished. The farmer, the merchant, and the business man of every grade, plan their labor for the season after a review of the circumstances of the case and with a view to the accomplishment of a certain object. Though the labor of the professional man is not so completely divided into seasons, yet, if he prosper well, he is continually working for a definite purpose always prominent in his thoughts. An end in view is an organizer for action and gives greater effect to all labor.

The calling of the teacher is no exception to the general rule. The work of education is a series of achievements each of which should be the result of a well-defined course of action. Yet we fear that, practically, it is very often only the indefinite result of mere desultory efforts. Should each one of the teachers of the country thoughtfully consider whether there is a careful plan of operations for the present year or term, whether there is a limit fixed to be reached at its close, whether there is any general result determined upon for the good of their schools or for the growth of educational interest in the neighborhood, we fear that many of them would conclude that there is a great deal of comparatively aimless work being done. We might go farther, and ask whether on each morning the work of the day has been mapped out with a view to accomplish a definite object in each exercise. We suppose that a little previous planning and preparation would increase materially the amount of real work done each day.

The following plan for the close of the term is suggested for the consideration of teachers, as a possible aid in daily work from now till then. Be prepared to give a public day on which the exercises shall be of a miscellaneous nature and shall be an index of the character and amount of work done during the term. Let there be an exhibition: not such an one as is usually understood by that word, but an exhibition of the skill and attainments reached. Let the copy-books all be preserved and presented for examination; the spellers, also, kept in such a manner as to show the number of misspelled words, with corrections; present specimens of map-drawing. In oral exercises, have an exercise in reading by the class and by individuals; occasionally a declamation or recitation; present a class in arithmetic, to illustrate not only your thoroughness in teaching, but the proficiency and expertness of your pupils. Exercises in geography and grammar may be given for the same purpose. A few songs may be brought in, to give agreeable variety.

We present this as a plan which is calculated to be an essential aid to the teacher in the management and instruction of the school, in stead of a dreaded drudgery, as exhibitions often are. Your pupils will know of your plan and will sympathize with you in the effort to make it a success. Every page in the copy-book and speller will show signs of care and neatness, and every exercise of the school will be characterized by an earnest effort to excel. The increased interest of the children will very probably be communicated to the parents, and when the time arrives a fair representation of them will be present to share in the pleasures of the day. If you should desire to extend your exercises for the older pupils into the evening, a good opportunity might be afforded, by charging a small admission

fee, to collect a little money for the purpose of supplying the school with some needed convenience—as a clock, a dictionary, or a piece of apparatus. A little money will be paid cheerfully in this way, which if levied in a tax would cause much grumbling.

Nor is such a course entirely one-sided in its results. Like a deed of charity, it blesses him that gives as well as him that receives. It will reflect to the advantage of the teacher. It is a common experience in the profession that not a long time elapses before a teacher who works with such plans and such aims receives calls to higher positions and higher remuneration.

RECORD OF SCHOLARSHIP.—On the supposition that a scholarship record may be made a valuable and unobjectionable aid in class instruction, the accompanying method of keeping it is suggested. A card of the style indicated is prepared for each pupil in a class. There will be as many packs as there are recitations. A card will last for a whole term, and, if the record is made with pencil, the cards can be erased and it can be used for several terms.

If the cards are shuffled at the commencement of a recitation, and the pupils are called upon in the order of their names, the question being asked before the name is known, any possible chance of a charge of favoritism by the teacher is removed; any possible definite order of calling upon pupils to recite is prevented; any unconscious tendency of the teacher to adapt his questions to the capacity of his pupil is avoided; the record for the whole term can be seen at a glance. In the seventh column the result of the monthly examination is placed, and this result combined with the four weekly averages for the month forms the monthly scholarship average.

Name,								
Study,								
	Mon.	Tues.	Wed.	Thurs.	Friday.	W. Av.	M. Ex.	M. Av.
1st W.								
2d W.								
3d W.								
4th W.								
5th W.								
6th W.								
7th W.								
8th W.								
9th W.								
10th W.								
11th W.								
12th W.								
13th W.								
14th W.								
15th W.								
16th W.								

INDUSTRIAL UNIVERSITY.—We learn, by the report of the committee appointed by the convention held at Bloomington last summer, that there are about 225 students attending the university, of whom 14 are young ladies. At the time of the visit of the committee about fifty of the students present were in the agricultural and horticultural departments, fifty-four in mechanics and civil engineering, sixty-five in chemistry, fifteen in comparative anatomy, 133 in mathematics, twenty-three in military tactics, fifty in the commercial department, ninety-two in English, six-

ty-three in German, twenty-seven in French, twenty in Latin, none in Greek. All the students attend the lectures on history. From this statement it appears that only one-tenth of the students are studying the classics at all, and inasmuch as each student pursues three studies, only one-thirtieth of the working force of the institution is expended upon the ancient languages; whereas, in an ordinary college, from a half to two-thirds of the working force would be so expended. The university library contains about 4000 volumes, of which nearly half are specifically agricultural and scientific. The students are at liberty to make their own choice of studies. The report of the committee referred to seems to have satisfied the opponents of the institution that the trustees and faculty are administering its affairs in accordance with the original design of its founders, and it secured from them the passage of a resolution approving the present management. Now that the principal obstacle in the way of the growth of the university has been removed, we may expect to see it fast taking a position which shall comport with the importance of its object and the influence of the state.

PER CENT. OF ATTENDANCE.—MONTHLY REPORT.—The following list comprises the reports of several of the graded schools of the state, all computed, we believe, in accordance with the rules of the State Principals' Society, with a single exception. In the Princeton High School no pupil is counted a member who belongs less than one week, and there are some pupils whose exercises come regularly within a half-day and whose attendance is so counted.

	Number of Pupils Enrolled.	Number of Days of School.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Number of Tardinesses.	Number neither Absent nor Tardy.
Aurora (West Division)...	532.20	472.20	437.92	92.7	112.107	Frank H. Hall, Sup't.	
" (East Division)...	1496.18	1386.12	1272.91	88.3	208.536	W. B. Powell.	
Oak Park.....	88.20	87.9	80.8	92.15	42.15	Warren Wilkie,	"
Creston.....	108.20	102.	90.	88.3	42.36	P. R. Walker,	"
Mason City.....	335.20	282.	268.	95.1	7.172	Frank C. Garbutt,	"
Normal.....	392.19	364.	351.	96.4	79.194	Aaron Gove,	"
Kankakee.....	711.20	637.	591.	92.7	277.208	A. E. Rowell,	"
Clinton.....	503.18	472.	422.	89.3	5.240	S. M. Heslet,	"
Cairo.....	518.18½	470.	440.	93.6	36.213	H. S. English,	"
Lasalle.....	720.20	651.	582.	92.3	139.219	W. D. Hall,	"
Sandwich.....	341.19	313.	282.	90.	88.143	A. J. Sawyer,	"
Dixon.....	507.19	465.	450.	96.	245.191	E. C. Smith,	"
West and South Rockford	1173.18	1115.	1036.	93.	250.549	J. H. Blodgett and O. F. Barbour.	
Chicago.....	29806.20	27492.	26579.	96.6	5139.	J. L. Pickard, Sup't.	
Macomb.....	631.18	594.	570.	96.5	85.208	M. Andrews,	"
Forreston.....	178.20	175.	161.	92.	26.160	M. L. Seymour.	
Centralia.....	602.	481.	481.	90.		J. V. Holloway, Sup't.	
Princeton High School...	219.19	216.	209.	96.8	86.184	H. L. Boltwood, Master.	
Elgin.....	898.20	753.	715.	94.9	253.326	C. F. Kimball, Sup't.	
Peoria.....	2315.20	2139.	2027.	94.7	181.874	J. E. Dow,	"
Decatur.....	1530.20	1381.	1328.	96.	200.820	E. A. Gastman,	"
Shelbyville.....	402.	328.	328.	81.	164.	J. Hobbs,	"
Byron.....	82.20	82.	67.3	82.1	27.34	C. D. Mariner, Prin.	
Belvidere.....	318.18	295.	272.	92.	34.173	H. J. Sherrill.	

KNOX COLLEGE, in Galesburg, opens with a largely-increased attendance in all the departments. The Freshman Class is double the number of last year. Accessions have been made to the corps of professors from the most distinguished recent graduates of the eastern colleges. The Ladies' Seminary is now managed by

ladies of unusual eminence as teachers. Great energy is evinced in the whole administration, indicating the presence of a new life among its trustees and teachers. This improvement and development has only to continue a few years, and this, which is now one of our oldest colleges at the West, will take rank among the best colleges of the whole country.

THE PENNSYLVANIA SCHOOL JOURNAL has passed into the hands of Hon. J. P. Wickersham, State Superintendent of Public Instruction, and J. P. McCaskey, who has been for some time its associate editor. Though Dr. Burrowes has disposed of his interest in it, he will continue to write for its pages. Under the new management the price of the journal will be \$1.50, in stead of \$1.00 as heretofore. The change in price will enable its editors to supply articles written expressly for its pages, and to make it more thoroughly a progressive journal. We deem it a good fortune for the teachers of the country that they will now have the opportunity of profiting by the writings of the chief editor, Prof. Wickersham. By special arrangement, the Illinois Teacher and the Pennsylvania School Journal will be sent to one address for \$2.50 a year. Subscriptions for the two, under this arrangement, may be addressed either to N. C. Nason, Peoria, Illinois, or to J. P. McCaskey, Lancaster, Penna.

THE P.O. address of Dr. SAMUEL WILLARD, whose first of a series of interesting articles appears in the present number, is Box 738, Chicago.

EDUCATIONAL NEWS. ILLINOIS.

CENTRALIA.—J. V. Holloway, Superintendent, has published in the Sentinel a very interesting report of the schools in his care, for the month of September. There are eleven teachers employed. The Board of Education have obtained a beautiful banner, to be kept for a month by the school having the least number of unexcused absences for the previous month. We judge from the report that Mr. Holloway has taken the right course to secure the willing labor of his teachers and the cheerful coöperation of the public.

CHICAGO.—As a result of charges of extravagance against the Board of Education in building more school-houses than are needed, made by one of its own number,—for political effect, we presume,—the following facts have been developed: the highest enrollment and attendance has, for several years, been during the month of May; the city owns 28,480 seats, and has an enrollment of 29,806. . . . Assistant-Superintendent George D. Broomell has been elected Teacher of Mathematics in the High School, and F. Hanford, Principal of the Franklin School, has been chosen his successor. The readers of the Teacher have become acquainted with Mr. Hanford through his valuable articles in the current volume. He will perform the duties of his new position profitably to the schools and creditably to the profession. Mr. A. R. Sabin, whose reports from Chicago have added interest to our news items, succeeds Mr. Hanford. We congratulate our friend Cutter, of the Washington, upon the certain prospect of a new and splendid school-building.

He could tell an interesting story of the growth of the schools of the city, from the times of 12,000 pupils and 100 teachers, to over 30,000 of the former and 500 of the latter. He has waited long and patiently in his present antiquated house, and is deserving of a new one.

ROCK ISLAND.—The Board of Education employ twenty-four teachers, besides a special teacher of Writing and Drawing. The half-day system has been practiced in the primary department for several years, at a saving of several thousand dollars per year. The pupils seem to make as rapid progress as those attending all day. The salaries of female teachers range from \$40 to \$75 per month.

SPRINGFIELD.—The report of the schools of this city for the past year is before us. We have been much interested in its perusal. The Superintendent, Dr. Samuel Willard, evidently believes that the schools are for the benefit of the people, and not the people for the convenience of the schools. Advancing the question "Will any measure help toward the great ends of public education?" as a test for judgment, he advocates the simplification of the system of records, and also of the method of admitting pupils to school. We doubt not that there is in many cases a disposition to spend labor uselessly upon records; at the same time, there is no means which will so easily and so cheaply systematize school work, which will so well reveal and remedy its defects, as will the keeping of the important statistics of the school. Dr. Willard sympathizes with the teacher in efforts to secure perfect attendance, but recognizes the fact that the child belongs to the parent, whose necessities may demand its aid, or who may think that its education may be advanced by an absence from school for a few days to take an excursion, or perhaps to attend a fair. The report reveals more than ordinary care in observation, and judgment in discussing many subjects connected with school work. The number of teachers during the year was 44; the total enrollment for the year was 2,637; average number belonging, 1839; average daily attendance, 1750; per cent. of attendance, 95.2. During the year, 870 pupils left school for irregular attendance, 1886 for sickness, and 915 for other causes.

COOK COUNTY NORMAL.—Our old friend D. S. Wentworth is justly proud of his new building, which, he says, is beautiful in all its appointments. His school-room is 60 by 45 feet, and has accommodations for 108 pupils. He has recently received a fine piano, three recitation clocks, \$200 for an addition to reference library, \$700 for apparatus, several fine pictures, etc. The Eberhartonian Society has raised \$200 for its own room and library. The grounds about the building are being improved and ornamented. The Board of Supervisors have appropriated \$10,000 for the support of the school for the present year. Following a general statement of his happy situation, he adds, "Don't you think I am to be congratulated? You will think so when I tell you that the Board have raised my salary to \$3,600." We do congratulate him most heartily, and so do his host of friends over the state.

CLARK COUNTY.—The annual institute was held at Marshall, for a session of four days, commencing Aug. 23d. The sessions were varied with drill exercises, under the direction of J. W. Graham, J. H. Lansbury, W. C. Griffith, S. Kimlin

and Miss Almeda Holmes, and by very interesting discussions. The institute was presided over by Sup't W. T. Adams. The Board of Supervisors appropriated \$75 to defray expenses.

EDGAR COUNTY.—The county institute was held at Kansas, commencing Oct. 3d. The exercises were largely conducted by Prof. Hurty, of Paris. The attendance was good, and an unusual degree of interest was manifested by both teachers and people.

KNOX COUNTY.—The Knox Co. Teachers' Institute met, according to appointment, at Galesburg, in the hall of the High-School building, Oct. 18th, and continued in session four days. A very full and neat programme for each day had been printed and distributed beforehand, for which the Executive Committee deserve great praise. The first day was devoted to the Examination of Teachers. About forty candidates presented themselves, and nearly all received certificates. The President, J. W. Bird, delivered a very encouraging address. Prof. M. L. Comstock, Prof. A. Linn, and T. C. Swafford, conducted exercises in *Arithmetic*; *Grammar*, *Orthoëpy*, and *Reading*, by Prof. J. Derham, Prof. J. V. N. Standish, W. H. Sherman, and Prof. J. T. Dickinson. Prof. Geo. Churchill made the exercises in *Orthography* very impressive by common illustrations. Prof. L. Pratt read a paper: subject—*The Importance of History*. Wednesday evening, Rev. W. J. Beecher lectured to a large and appreciative audience: theme—*Wages*. After the lecture, *Sociable* was announced, which all enjoyed very highly. It was precluded with music by Christianer's Family (our County School Superintendent), and others. Thursday evening, J. B. Roberts read a very interesting and instructive paper—*Outlines of a Graded School*. The importance of this theme was realized by all. Upon the whole, this institute was a grand success, and will speak for itself in the future. About one hundred and fifty teachers were present. Twenty-five new subscribers for the Illinois Teacher were obtained, through the energetic work of the County Superintendent. The following are the names of officers elected for next year: T. C. Swafford, *Pres.*; Geo. Churchill, *Vice-Pres.*; J. W. Bird, *Sec.*; A. C. Bloomer, *Treas.*; J. V. N. Standish, J. B. Roberts, and F. Christianer, *Executive Committee*.
A. C. B.

LAKE COUNTY has 7,911 children between the ages of six and twenty-one years, of whom 5,821, or 73 per cent., were entered as pupils in the schools, during the past year. The whole number of schools is 116, of which 109 were in session six months or longer. The number of male teachers was 73; female, 173. Outside of Waukegan, the highest monthly wages to a male teacher were \$65; lowest, \$20. The highest wages to a female teacher were \$50; lowest, \$10. Fifty-nine out of one hundred and ninety-nine candidates for a teacher's certificate were rejected. Ten first-grade certificates were issued to gentlemen, and eleven to ladies. The Superintendent has visited 113 schools during the year, and 55 of them twice or oftener. His whole number of days of official service was 179.

MACON COUNTY.—The County Institute will be held at Decatur, Nov. 14 to 18. The exercises will be conducted by Prof. Cook, of Normal, and Prof. Jack and Sup't Gastman, of Decatur.

MASON COUNTY.—Superintendent Moose has issued his Circular No. Two to the teachers under his charge. It contains excellent words, urging them to a faithful and conscientious performance of work before them.

FROM ABROAD.

INDIANA STATE NORMAL SCHOOL.—During the first term, commencing Jan. 1870, this school enrolled 44 pupils; second term, 66. A special session was held during vacation, attended by 154 teachers. At the organization this season there were 40 students in the Normal department, 50 in the Intermediate, and 60 in the Primary. Miss A. P. Funnelle, a graduate of the Oswego Normal and Training School, has been engaged as Training Teacher, at a salary of \$1500.

KANSAS.—Prof. R. B. Dilworth has been appointed to fill the vacancy in the faculty of the Kansas State Normal School at Emporia, caused by the resignation of Prof. H. B. Norton, Associate Principal. Prof. Dilworth has done much in the state in connection with institute work. A new building is being erected for the State University, at a cost of \$100,000. The money was donated by the citizens of Lawrence, where the institution is located.

NOTICES OF BOOKS AND PERIODICALS.

(64) ARITHMETIC is confessedly one of the most important subjects taught in our schools, and one which has probably been traversed by as many authors of text-books as any other. So carefully have its principles been discussed, the relations of its topics to each other studied, and its methods simplified and adapted to the purposes of instruction, that any one of several series now before the public leaves scarcely a want unsupplied, save that of competent teachers. Whoever undertakes successfully to compete with these must have not only a mastery of the subject in its philosophy and practical detail, but must comprehend the situation of the American people, and know how much of this branch will supply their educational wants. He should also be familiar with the detail of instruction, and know how to present the subject—how much to do, and how much to leave undone,—in order that his book shall contribute most to a genuine knowledge of the subject. It is needless for us to say that the author of the series before us stands before the public as a man confessedly qualified in every respect to perform the task he has undertaken. We will notice some of the more prominent features of the series, leaving others to form their own opinions as to its merits. One of the first to attract attention is the number of books, three. This is in accordance with the tendency of the times in this study, and recognizes a higher qualification of teachers in it. A text-book should be a text-book, not an encyclopædia, containing a clear and systematic outline of its subject, leaving the teacher to his own judgment and ingenuity in adapting his instruction to the circumstances of each case. If the teacher is fitted for his work, this is well, for a live instructor is better than even a good text-book; if he is not fitted, it is well, because he will be forced to correct his defects or quit the business. In accordance with this idea, the author has, by systematizing, striking out verbiage, omitting repetitions and unnecessary rules, brought his work within the compass of three books of less than ordinary size. Whether this condensation has not been carried too far is perhaps open to doubt. In the combination of mental and written arithmetic and making the examples in the former simply introductory to the cases of the latter, the extent and variety of

(64) THE GRADED-SCHOOL SERIES OF ARITHMETICS. By E. E. White, Editor of Ohio Educational Monthly. Wilson, Hinkle & Co., Cincinnati.

the problems which may properly be given for mental practice and discipline has been curtailed. We wish that the second book had contained some of the more prominent cases in decimal fractions and percentage, in stead of stopping with common fractions, federal money, and denominate numbers. We heartily commend the omission from the higher book of unnecessary rules, as duodecimals, alligation, and some portions of denominate numbers. The method of the work is inductive. Primary ideas are first presented through objects or pictures, represented by means of the child's imagination, and then number is presented abstractly. Facts are stated, their relations studied, results reached, before principles are stated or rules formed. This course is philosophical and logical. The mind is developed and strengthened by assimilating the food placed before it. The analyses of problems, and the statements of rules and principles, are models of conciseness. While in some instances we might have preferred other methods, those given can be successfully used by any apt teacher. The series is decidedly a step in the right direction, philosophical and practical.

(⁶⁵) THE chief distinctive feature of this work is that it comprises in one book of 360 12mo pages as much of algebra as is generally taught. The idea is a good one. It promotes more careful scholarship, more thorough preparatory knowledge of arithmetic, and more genuine, hard study of the subject. With the author's disposition to condense, as shown in his *Logic*, a multiplicity of methods and illustrations has been omitted, some of them more satisfactory than the one given. But this course will allow the teacher greater scope in his own instruction. The general arrangement of topics is judicious. In his discussion and method the author is a model of conciseness.

(⁶⁶) In its scope this book is somewhat simpler than most of the intellectual arithmetics in use. In the form of answer the author is more direct than many, omitting the statement, and the *therefore*, and giving simply the answer with *because*. In his operations he considers numbers to be abstract, on the ground that this is the method followed in practical life. The methods of analysis in dealing with large numbers are excellent. We like the independence shown by the author and, at the same time, the latitude he allows to the pupil.

(⁶⁷) THE compiler, whose valuable services in the literature of education merit the thanks of all teachers, has hardly added to his laurels by the publication of the present collection, if the book be considered only in relation to the wants of children under ten years of age. While the aim of the author to insert only such pieces as will prove of wholesome moral tendency is most praiseworthy, it may be seriously doubted by the practical teacher whether any moral influence, wholesome or otherwise, can result from committing to memory such sentences as this: "Behold an outcast from civil society, the victim of public justice who is about to receive the punishment due to his crimes," etc. We are lost in speculation as to the probable idea conveyed to the mind of a young child by this and similar sentences. In the midst of much literature of this lofty order, it is refreshing to us to happen upon a selection from *Fanny Fern*, which is entirely guiltless of a moral, and which is in full sympathy with the heart of a child not yet purified from all traces of origi-

(⁶⁵) A COMPLETE ALGEBRA FOR SCHOOLS AND COLLEGES. By A. Schnyler, M. A. Wilson, Hinkle & Co., Cincinnati.

(⁶⁶) MENTAL ARITHMETIC. By P. A. Towne. John P. Morton & Co., Louisville, Ky. 16mo., 176 pages.

(⁶⁷) THE CHILD'S SPEAKER. By Charles Northend, A. M. A. S. Barnes & Co., New York.

nal sin. Among the characters in dialogue we recognize our old acquaintance the conventional good boy, whose persuasive eloquence was the wonder of our youth, as it has been the envy of our riper years, to whom the parting words of his school-mate invariably are, "I believe you are right, Thomas, and I will try to profit by what you have said": a remark which, if made in real life by a boy of ten, would certainly lead to well-grounded apprehensions on the part of fond parents that 'he was not long for this world'. The poetical selections of the present volume, although of a high order of excellence, also fail to suit the average mind of ten-year-old childhood—even Whittier's *Barefoot Boy* being rather a creature of retrospect than of anticipation. The few poems about chickens, kittens, and other real things, which the true child will regard as the plums of the pudding, share the fault of the rest, and are too long for short memories.

B.

(68) ORIGINALLY intended for use by the author in instructing his classes at the U. S. Military Academy, this book has been adopted in very many of the colleges and higher schools of the country. In its revision it has been more completely adapted to the wants of such institutions, and such new matter has been added as recent advancements in the science have required.

(69) IN its design, the *New Mechanics* is intended as a class-book for colleges and schools of science. It is a careful and thorough revision of the author's former treatise on the subject, by which it has been more completely adapted to the extent of mathematical instruction in these institutions. To those who are familiar with the mathematical writings of the author the simple announcement of this work will be sufficient to secure its favorable reception.

(70) TO state that this volume is the Report of the United States Commissioners on Education to the Paris Exposition of 1867 will give a general idea of its scope. The learning, ability, and devotion to the work of education, which have for years characterized the author as an educator, are a guaranty of the faithfulness with which the report has been made. Its contents are—The Extent of Educational Representation at the Exposition; Outline of the present Educational Condition of various Countries; Primary Education; Secondary Education; Schools of Letters, Science, and Art; Industrial Schools; Applied-Science Schools; Commercial, Naval and Military Schools; Polytechnic Schools; Schools of Medicine, Law, and Theology; Normal Schools; University Education; Leading Tendencies of University Education.

(71) LANGUAGE in its derivation and structure is properly becoming a subject of greater attention in the school-room. Its study not only affords an excellent discipline, but it is one of the means by which the scholarship of the American people is ever to receive an accuracy and polish commensurate with their mental strength and abilities. The critical study of a comparatively small number of the important words, with the rules of derivation, affords a key to by far the largest number of those used in common life. The book before us is of convenient size for use of teachers and more advanced classes who desire to study this subject. It is different

(68) ELEMENTS OF SURVEYING AND LEVELING. By Charles Davies, LL.D. A. S. Barnes & Co., New York and Chicago. 12mo. \$2.50.

(69) PECK'S NEW MECHANICS. By Wm. G. Peck, LL.D., Prof. of Mathematics and Astronomy in Columbia College. A. S. Barnes & Co., New York and Chicago. 12mo., 296 pages. \$2.25.

(70) EDUCATION IN EUROPE AND AMERICA. By J. W. Hoyt, United States Commissioner. 8vo., 398 pages.

(71) SMITH'S CONDENSED ETYMOLOGY OF THE ENGLISH LANGUAGE. By William W. Smith. A. S. Barnes & Co., New York and Chicago. 12mo., 195 pages. 75 cents.

from many others in containing an etymology of words derived from other languages than the Latin and Greek.

(⁷²) MR. CALKINS has, in the revision of his work on Object Lessons, prepared a manual which will be found of very great value to those who are seeking light upon the subject. It contains an admirably-devised and progressively-arranged series of lessons on subjects calculated to exercise the powers of observation and expression in children. In addition to being philosophical in its methods, it has strongly impressed upon it the stamp of experience. It contains in their best form the results of the author's observation for several years as Superintendent of the Primary Schools of New-York City. We should say, too, from an examination of its pages, that it is written by one who has a strong sympathy with child-nature. We consider that every teacher and parent will find here much of very great practical value in the education of children.

(⁷³) THOSE who have heard Dr. Lord's lectures or read any of his works on history will be gratified to know that he has prepared a work on ancient history for use as a text-book in colleges and high schools. There are very few authors indeed who possess the power to throw about historical subjects the interest which characterizes his writings. Under his pen the dry detail of facts becomes invested with the charm of pleasing and philosophical narrative. The book before us is a revision of the author's 'Ancient States and Empires', written in the light of recent advancements made in knowledge of ancient history. It treats of its subject from the earliest historic period down to the time of the fall of the Roman Empire.

(⁷⁴) FOLLOWING the plan of his series of readers, the author has in this one made it his especial object to impart some knowledge of the structure and scope of the language. The selections are arranged under various heads—as descriptive, didactic, figurative, etc. In style and variety they are much the same as those in other readers of the same grade. They are from the standard English and American authors, past and present, and are good illustrations of their style of composition. The introductory piece of each division is descriptive of the style of those which immediately follow, and contains much knowledge which a thorough teacher of reading will require of his pupils, but which they will generally be unable to ascertain. The plan and arrangement of the book seem calculated to facilitate instruction in reading. Compactness and durability were evidently prominent objects in the manufacture of the book.

(⁷⁵) HARDLY any science has been so completely and successfully popularized during the last few years as Astronomy. The telescope and improved methods of instruction have enlarged the bounds of knowledge and adapted it to the capacity of ordinary intelligence. Of the numerous excellent text-books on this subject the latest is before us. It is the work of a celebrated English author, and has been adapted for use in American schools. In its arrangement, it differs from other works in presenting at the outset the universe as a whole, and afterward its parts in the order of the stars, nebulae, sun, solar system, earth, etc. Though this

(⁷²) PRIMARY OBJECT LESSONS. By N. A. Calkins. Harper & Bros., New York. 12mo., 442 pages.

(⁷³) ANCIENT HISTORY; or, *The Old States and Empires*. By John Lord. Charles Scribner & Company, New York. 12mo., 648 pages.

(⁷⁴) THE INTERMEDIATE FIFTH READER. By Marcus Willson. Harper & Brothers, New York. 12mo., 372 pages.

(⁷⁵) ELEMENTS OF ASTRONOMY. By J. Norman Lockyer, Fellow of the Royal Astronomical Society, etc. D. Appleton & Co., New York. 12mo., 312 pages. \$1.75.

method is very different from that usually followed, it is philosophical, and gives a more accurate view of the relative position, size, movements and importance of the heavenly bodies. The different topics are treated in a clear and attractive style, and the work is finely illustrated.

(76) THE reputation of Dr. Hart as a teacher and as an able educational writer is ample guaranty for the excellence of his *Composition and Rhetoric*. His style in the treatment of the subject is one of the purest models. The book may be said to be the result of a lifetime of study and experience. In its arrangement and treatment of topics it shows evidence of being prepared for class instruction by one who appreciates the situation and has conscientiously gone to work to furnish aid in mastering it. It is a *text-book*, and not a treatise. In the fullness of its instructions and illustrations, and in the amount of work to be done by the pupil, it is especially noticeable.

(77) THE *Young Citizen's Manual* is well calculated to interest the boys, and, in these later days, the girls also, in the various questions relating to citizenship in a republic, and to the organization and administration of our own government. It is, we believe, the only book of an elementary character written expressly for a text-book upon the subject of which it treats. Its study could be profitably introduced in the higher classes of all graded schools. Published by Sheldon & Co., New York. 16mo., 134 pages.

(78) TEACHERS in need of a collection of well-selected and difficult miscellaneous examples in Arithmetic will find it in the *Arithmetical Questions*, prepared by U. Jesse Kinsley, and published by Cowperthwait & Co., Philadelphia. 12mo., 69 pages.

(79) FOR its common-sense articles on health and how to live properly, *Good Health* is always reliable. Its pages contain the discussions of sensible men, written in a style free from the technicalities of science or the intricacies of professional lore. Teachers would find in it many valuable hints, of service to themselves or of use in their daily instruction. Published by Alexander Moore, Boston. \$2.00.

(80) THE *New Constitution of the State of Illinois* has just been published in a neat octavo pamphlet by the Western News Co., Chicago. This is the only form in which this document is accessible. Price, 25 cts.

(81) FOR the little ones there is nothing which furnishes its regular supply of amusement better than the *Nursery*. There is about its childish characters a naturalness and healthfulness which is really refreshing. As a gift to a pupil or a little friend, the *Nursery* is better than several pounds of candy or a regiment of baby dolls. \$1.50 a year. J. L. Shorey, Boston.

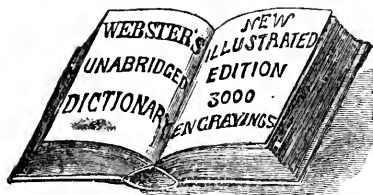
(82) FOR those who have attained the dignity of boyhood and girlhood, *Merry's Museum* is instructive as well as entertaining. Though one of the oldest of youths' magazines, it has a happy faculty of renewing its youth. We should judge from its contents that it is about sixteen. \$1.50 a year. Horace B. Fuller, Boston.

(83) THE *Christian Union*, edited by Henry Ward Beecher, is one of the largest weekly papers in the country. It abounds in reading of a wholesome moral and religious character, and contains a full digest of the news of the day, valuable information for the home circle, etc. Its educational department is more than usually entertaining. \$3.00 a year. J. B. Ford & Co., New York.

(76) COMPOSITION AND RHETORIC. By John S. Hart, Author of 'In the School-Room'. Eldredge and Brother, Philadelphia. 12mo.

BOOKS AND REPORTS RECEIVED.—

Norton's Natural Philosophy. Wilson, Hinkle & Co., Cincinnati.
 Stoddard's Complete School Algebra. Sheldon & Co., New York.
 Howe's Philotaxian Grammar. John B. Alden & Co., Chicago.
 Jones's Alphabet of Orthoëpy. Press Printing Co., St. Paul.
 Robinson's First Lessons in Mental and Written Arithmetic. Ivison, Blakeman, Taylor & Co., New York.
 Creery's Grammar-School Spelling-Book. Kelly, Piet & Co., Baltimore.
 Crosby & Ludlow's First Lessons in Language and Composition. Griggs, Watson & Co., Davenport.
 Scott's School History of the United States. Harper & Brothers, New York.
 Clark's Normal Grammar. A. S. Barnes & Co., New York.
 Whitney's German Reader. Leypoldt & Holt, New York.
 Report of Superintendent of Public Instruction, Minnesota.
 Report of Superintendent of Public Schools, Missouri.
 Report of Commissioner of Common Schools, Ohio.
 Report of Board of Education, Massachusetts.
 Report of Board of Education, Connecticut.
 Report of Board of Commissioners, Baltimore.
 Report of Board of Education, Quincy.
 Report of Board of Education, Decatur.



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HOW MUCH MONEY?

BY E. A. GASTMAN.

SOME time since the Board of Education in St. Louis voted to pay the same salaries to two ladies, who had proved themselves fully competent to act as principals of ward schools, as were paid to gentlemen in like positions. This action has provoked considerable discussion throughout the country. The Christian Union strongly commends the liberality and fair dealing of the board, while Scribner's Monthly seems to throw cold water on the matter by saying the practice can never become general. The reasons given for this belief are not fully convincing.

The question, however, is worthy of careful consideration. All are interested in seeing this, as all other questions, settled on fair, honest and correct business principles.

It seems to be assumed by many that the *kind* and *amount* of work done should determine the pay. In other words, if a woman does the same work, in an equally satisfactory manner, then she should receive the same pay as a man.

But is this the real question that presents itself for solution to school-officers? I think not. They are rightfully expected to so manage the schools that the public will patronize them. If the community demand that a male teacher shall be employed where a female would do equally well, then the board are under obligations to give this demand, at least, a respectful consideration. The welfare of the schools is the paramount interest. No money should be spent for any other purpose. Any expenditures which would be commendable in a good business man, *and no others*, will be allowable here.

This board must determine the number, qualifications and pay of the

teachers to be employed. Now what principle shall govern them in fixing salaries? Suppose, for instance, that they think it best to employ a man to teach a certain school, and that two apply, whom the board find equally qualified by scholastic attainments and practical experience to discharge the duties of the position. Suppose, further, that one of these can be secured at a salary of \$1000, while the other demands \$2000. Can there be any question about the duty of the school-officers in this case? Sentiment has nothing to do with it. Neither will it make any difference if one should be a woman. No board has a right to pay any man a dollar more than will secure *like* services from another. Is there any reason why a different rule should apply to women? If the board of education in this city can secure a man at a salary of \$1000 who will do the same labor, in as satisfactory manner, as I am doing it, they are wronging the tax-payers if they pay me more. The question to settle would seem to be this: What salary must be paid to secure the ability and experience necessary to do our work in a thoroughly satisfactory manner? Sex has nothing to do with it. If the St. Louis Board believe they can not secure the services of ladies qualified to perform the duties of principals of schools unless they pay a salary of \$2000, then it is their duty to pay it. But the salary paid to men in like positions has nothing to do with it, for the reason already stated, that they ought not to pay a man a greater salary than will secure his labor. If the labor-market of the world *foolishly* rates him higher than the woman, then they should employ nothing but women.

Decatur, Ill., Nov. 10, 1870.

A L E S S O N O N F L I E S .

BY PROFESSOR W. J. BEAL, CHICAGO, ILL.

"WHERE do all the flies come from?" is a question we have often been asked during July and August, when every kitchen and dining-room was overrun with these pests to human comfort. Onto every thing, into every thing; the hotter the day, the more active and insolent are their attacks.

Young house-flies are called maggots, and (except, perhaps, by those who believe in spontaneous generation) are thought to hatch from eggs deposited in extraordinary numbers in manure, especially that about horse-barns, and privies, and sewers, and in almost every manner of

filthy place you can mention. A few vigorous flies manage, by good luck or strong constitutions, to get through the long, cold winter, remaining stupid in closets, in barns, in any out-of-the-way corners, or even in large open rooms which are occupied by people. A warm fire or warm sun will call them out on any day of the year. As they are exceedingly prolific, and the eggs require but a short time to mature, it is an easy example in arithmetic to account for great multitudes of progeny by autumn. Linnæus is said to have made the remark that three blow-flies and their descendants would devour an ox sooner than would a lion. Each female deposits 20,000 eggs, which very soon mature, when one-half of the number are ready to repeat the laying process.

The common house-fly (*Musca domestica*, Lin.) is a native of the old world, and has been imported into this country, where it has spread as far as the remotest settlement of the white man. As certain plants called weeds have followed man in his migrations with never-failing certainty, and sooner or later found their way into every nook and corner which is not carefully watched and cultivated, so to-day almost *all* of the insects which produce so much injury to the farm-crops, the orchard, small fruits, vegetable and flower gardens, the honey-bee, and factories of various kinds, are unwelcome foreigners from across the Atlantic, which have been imported through carelessness, or have escaped notice on account of their small size. Among these are the "Hessian fly, imported almost ninety years ago; the wheat midge, about half as long ago; the bee moth at the beginning of the present century; the codling moth, the cabbage tinea, the borer of the red currant, the oyster-shell bark-louse, the grain plant-louse, the cabbage plant-louse, the currant plant-louse, the apple-tree plant-louse, the pear-tree flea-louse, the cheese maggot, the common meal worm, the grain weevil, the house-fly, the leaf-beetle of the elm, the cockroach, the croton bug, and the different carpet, clothes and fur moths, asparagus beetle, the rape butterfly and others."—*American Entomologist*. Most of these insects act much worse here than at home: that is, they multiply more rapidly and do much more damage. One reason assigned for this is that the enemies or parasites are not introduced with the several kinds of insects.

The house-fly belongs to a large sub-order of insects known as *Diptera*, because they have only two wings. The largest of these known to us are not over an inch long, while a great part of them are very minute. Hardly any of them can be called pretty; many are very annoying to man and his domestic animals. Some are scavengers while young, eating much filth which would otherwise render the air impure.

Their habits are variable: some are disgusting; all are mysterious and interesting. Some, while young, live in the mud and moss of swamps, in old leaves, in dung, mould of hollow trees, rotten wood, stems and pith of small plants, while mushrooms are favorite homes for many. Some sting plants producing a gall, to furnish food for their larvæ; another stings the tender growing twig of willows so they cease to elongate, making a kind of cone, where live the young flies in plenty, safety, peace, and happiness. The midge lives in the heads of wheat; the Hessian fly, every farmer's boy knows, lives at the base of the young wheat-plant, where it sucks out the sap of life. Some, like the mosquitoes and gnats, undergo curious transformations in fresh water (see page 11, Ill. Teacher, present vol.); while others prefer salt water, even strong as brine. The blow-fly lays her eggs on meat or the dead carcasses of animals. One little fly prefers cheese for its young, which are called skippers. These small worms or maggots have a way of coiling themselves up and taking their tail in their mouth, then, letting go and straightening with all their might, throw themselves several inches. The horse bot-fly sticks her eggs from her long curved abdomen onto the hairs of horses' legs and sides, where they are nipped off and swallowed by the horse. They soon hatch and adhere to the stomach and intestines, until, nearly ready to become flies again, they let go and pass to the ground. Another fly puts her eggs in sheep's noses, where they hatch and crawl up into the head. Another stings the backs of cattle, and lays an egg in a place where they hatch and live and eat and grow, and work their way out in spring and summer, as grubs three-fourths of an inch long. Some live in frogs, others prefer squirrels.

To the true fly belongs the Tsetze-fly of Africa, mentioned by Dr. Livingstone and others as biting their cattle so severely that they were almost sure to die after it. The black fly of Labrador is described by Dr. Packard as being hardly less formidable than the Tsetze-fly of Africa. The Labrador fisherman is obliged to spend his summer on the seashore.

The science of classification has made such rapid progress within a few years, that insects have been transferred from one group to another which they were formerly thought to be very unlike. Now the best judges agree that fleas and sheep-ticks are nothing but degraded diptera—flies without wings. Even daddy-long-legs or grandfather gray-beards have fallen into the same suborder. The same is true of a minute wingless louse which infests the honey-bees of Europe. The jigger—a microscopic wingless insect of tropical America—belongs to

the diptera also. The female in half an hour or so penetrates the flesh of the natives as well as dogs and mice, laying large numbers of eggs and producing 'distressing sores'. Only the female of many flies pierces the skin of animals for their blood. "The male horse-fly does not bite, but lives on the sweets of flowers."—*Dr. Packard*. Although these insects are such pests, we can not help admiring the design shown in the instinct which mates the sexes, even though they are quite different in size, color and shape, and live on different food. Still more wonderful is it that the mother fly should deposit her eggs in places where they will find suitable food when hatched—food which she never eats herself. Small flies are often found in a fossil state preserved in amber. As many as eighteen have been found in a single piece of amber, its value increasing in proportion to the abundance of insects it has encased.

It is estimated that Europe has about 18,000 species of flies or diptera, and North America about as many more. Every intelligent observer knows that flies can see well, and that the eyes are very different from those of the higher animals. The eyes are large, compound, and made up of something like 4,000 facets, which are stationary with reference to each other. The head is large, and attached to the body by a very slight neck, which turns easily about. Their senses of feeling, taste, smell, and hearing also, appear to be well developed. "The proboscis of the house-fly is bent up underneath the head when at rest. When the fly settles upon a lump of sugar or other sweet object, it unbends its tongue, extends it, and the broad knob-like end divides into two flat, muscular leaves, with which the fly laps up liquid sweets. The inside of these leaves is rough like a rasp."—*Packard*. With this it scrapes off varnish from furniture and wears away the leather on the covers of books.

The sense of hearing we are apt to associate with some particular organ for that purpose called an ear, and this is placed in a similar position in all mammals, birds, reptiles, and fishes. But when we come to insects no such fixed rule holds good. Authors agree that some insects hear through an apparatus at the base of the fore legs, while many are thought to use the antennæ or feelers for this purpose. Others have organs for hearing at the base of the abdomen. Flies are supposed by some to hear with a couple of club-shaped bodies just back of their wings called halteres or poisers. They answer to, are homologous to, a pair of wings,—most insects having four, while flies have only two perfectly developed.

Like all insects, the abdomen of flies is made up of movable rings.

The three terminal rings in the fly are quite small, and can be withdrawn within the large ones like the joints of a telescope. The breathing is curious in insects: never through the mouth or head, but through openings along the sides. Flies have no special vocal organs, but produce sound by the vibrations of their wings. From Packard's *Guide* we learn that a captured fly moves its wings 330 times a second; a honey-bee, 190; and a cabbage butterfly, nine times. The wings describe a figure 8 in the air. A bee makes a certain number of vibrations when tired, another number when in pursuit of honey, another when angry. We are indebted to Packard's *Guide to Entomology* for many other facts.

Let one look into a systematic work on entomology, and he sees the numerous mouth-parts, rings of the body, joints of the legs, veins of the wings, all numbered, named and lettered in a very formidable manner. This is necessary in order to describe insects intelligibly. Many of these are minute objects, and are quite different in different species. A careful study of such small things and a faithful comparison with others of a similar nature in other insects is one of the very best exercises for fixing the attention and cultivating the observation. The effect upon the student is all the better on account of the small size of the objects. No person can consider all his mental faculties well developed without giving some attention to this kind of discipline. Happily, it is fast winning favor with our best educators and breaking into all our schools and colleges.

THE NARROW-MINDED MAN.

BY E. O. HAVEN, LL.D.

"I WANT a hero; an uncommon want,
When every year and month sends forth a new one,
Till, after cloying the gazettes with cant,
The age discovers he is not the true one."

OUR hero shall be the narrow-minded man, who, as yet, has not found an open, honest defender. Some unwittingly defend him, when they advise students to confine themselves to one subject. They quote the proverbs "*Homo unius libri*", "*ne sutor ultra crepidam*", "A rolling stone gathers no moss", et id omne genus. Do not blame us for quoting Latin. We have a good example in "*E pluribus unum*", and you may yet be glad to have us quote "*Finis*".

Narrow-minded men are some times unconsciously defended when they are styled 'men of one idea': not as though it were better to have one idea than no idea, but better to have one than two or more. Ideas, some seem to think, are like husbands or wives—no person should have more than one at a time, nor obtain a second till the first is dead. Happily, some things called ideas do die.

It is refreshing to meet a narrow-minded man, especially if you like to study human nature. He is like a Paganini, playing an oratorio on one string. He startles you. His one idea is a lance: it reaches your heart.

Perhaps his notion is that science alone is worthy of attention. How eloquent he waxes on his theme! The semi-antique sesquipedalian terms of geology, chemistry, botany, zoölogy, etc., trip from his tongue like nimble servitors (not always pronounced correctly and some times a little mixed), and he diffuses the atmosphere of crushed flowers and a drug-shop. Suggest to him that the universe has mind as well as matter, and a little attention might profitably be given, by stealth as it were, to mental philosophy. "Mental Philosophy! Humbug! A bug not worthy of dissection. All that Plato, Aristotle, Sir Wm. Hamilton, and all of their kind ever said is trash. There is nothing certain about it. Mere dreams, the whole of it, of no more value than the ravings of a hasheesh-eater!" Then he relates the old story of the Scotchman who first properly described 'metafeesicks'. There is more wisdom, he says, in a fossil bone, or in a potato-worm, than in the human mind; for you can analyze the one, but who can analyze the other? He thinks it eminently fitting and characteristic that the prince of German metaphysicians was named Kant. But start this defender of science on his own theme, and he is masterly.

Another narrow-minded man is the sworn defender of the study of languages as the *sine-qua-non* of education. Not his own vernacular, not German, French, Chinese, but Greek and Latin. He is not content to assert that this study has great value, but indeed without it a man might almost as well be without brains. Suggest that Homer never studied Latin, nor Isaiah Greek. "So much the worse for them! There is no use in arguing about it. It is settled by the verdict of antiquity that no man can be a scholar without it." Suggest that Hugh Miller wrote correct and sonorous English, that Faraday, whose school was a book-bindery, spoke in a style that attracted scholars, and that some think him the greatest scientific man of his century: he can not be moved. If facts will not tell the truth, so much the worse for the facts!

But nowadays the narrow-minded man usually espouses the other side of this debating-society question. He does not believe in dead languages—not he. He seems to actually believe that grammar can die, because the people die who use a language. The analysis of thought in that wonderful embodiment of general grammar, Greek and Latin, has no charms for him. He does not see that if a man is to take a long journey it is well to spend some time in obtaining a good outfit. But put him on the advocacy of modern thought and ‘progress’, and he will astonish you.

Beware of controversy with a narrow-minded man. On his own territory he is master, and beyond his own territory he is invulnerable and immortal. If you slay him, he does not know it and still lives.

A narrow-minded man really deserves eulogy because he believes something. To have one idea—though that is a false one—is better than to believe nothing. To go around the world with eyes wide open or shut with stupid indifference is pitiable. Not till another geologic cataclysm can we expect a race the common herd of which shall be Michael Angelos, Humboldts Goethes, Shakspeares—men of many ideas. We should be glad to find a man that really has one.

The great cause of education has been promoted by narrow-minded men. It might be invidious to mention names. Now the one idea—the single chicken—is physical education: change of position, easy seats, ventilation, gymnastics. A very valuable residuum is the result. Now it is object lessons. Nothing else is worth a thought. The sole object should be to look at objects. Study twigs, leaves, birds’ nests, spiders’ webs, any thing. Unless a child does this before he is seven years old, he never will or can! The narrow-minded man believes this, and therefore produces an impression. This shows that one idea—and that wrong—is better than none.

Intensity carries the day. In the well-known dispute between the mountain and the squirrel, the squirrel obtained the advantage, because he could, and the mountain could not—crack a nut.

Narrow-minded men should be opposed only by advancing other ideas, not by antagonizing a truth because it is exaggerated. Nature—that is, God—seldom opposes any thing directly. It reveals other forces; and what was good in its day disappears when something better arises. Many forces combine to make a lily—or a republic. Each force is alive in its order, and so is a narrow-minded man. Every one can be earnest, though narrow; only a few can be earnest and broad.

A FEW IMPORTANT QUESTIONS.

BY J. B. ROBERTS.

WE meet to-day for the purpose of planning the work of the year before us. Some of you are young and, as yet, without experience. I am some times tempted to say that no one should undertake teaching who has not had experience.

The experiment is at least a doubtful one, and if unsuccessful it is most expensive. The paltry amount of your salaries is nothing; but, undertaking, as you are about to do, the mental, and to some extent the moral, culture of sixty or seventy young minds, think how terrible is the wrong should you prove incapable, or unworthy the trust which you have voluntarily assumed.

This is not said with a view of disheartening any one, but for the purpose of impelling you to a thorough self-examination and to a looking the situation full in the face. What do you know of the laws of the human mind—what faculties are to be educated first and what next, and how these faculties can all be healthfully and harmoniously developed? Have you ever examined the structure of your own minds, and do you know what is thought and said by the best thinkers upon the laws of mental growth? Do you know when and how the faculties of sense perception are to be trained so that a child shall be quick, comprehensive and thorough in observing the external qualities of objects? Do you know any thing of the quality of a child's memory, and with what sort of facts it is fit to be stored? Do you understand the philosophy and art of securing the attention, and do you know that a failure here will be utterly fatal to your success in any part of a teacher's work?

What knowledge have you of the judgment and the reason, of those mental powers the full development of which leads to what we call maturity?

Are you able to trace the growth of a mind through its transition periods so as to adapt your teaching to its ever-changing needs? Have you recognized the fact that there is a natural order in which the intellectual powers are developed, and do you seek always to address yourself to those powers which you find most active? It is probably in this direction that the most eminent teachers have won their success.

But you are not merely to train intellects: you will have much to do with the moral nature of your pupils; and it is in this relation that

you will be called upon to exercise the keenest discrimination and your subtlest powers of analysis.

Do you understand the proper motives to place before a child to incite him to effort? Do you know how to repress without crushing, and how to stimulate without dropping the reins? Do you know the secret of creating such a public sentiment in your school that all the children, who are not essentially vicious, shall be on your side in the matter of order? That school is in an unfortunate state in which the teacher is on one side and all the scholars on the other of any practical question. The government of the school-room is in reality monarchical, but it should seem to be republican.

You are undoubtedly ready to say "These are very searching questions, and no one who does not possess the attributes of both saints and angels can answer them in any satisfactory way." Quite true; and no one is presumed to come quite up to the high standard which this examination might seem to demand if pushed to the utmost. But do you recognize any thing in yourselves which responds in any degree to these tests, or is the whole subject of which I have been speaking as dim and undefined to you as the features of the man in the moon?

I can not dwell upon the topics suggested. The idea which I wish to convey by this circumlocution is, that the simple knowledge that two and two are four is not sufficient to make a successful or even a tolerable teacher. It is not enough that you know, however thoroughly, the things you are to teach: you must know something of the nature which is to be taught. The physician must not only know chemistry, he must know anatomy and physiology.

How are you to learn all this, do you ask? In many ways. First, by a careful study of your own mind. The oftener and the more distinctly you recur to your own experience as a child, the more likely will you be to deal successfully with the minds of children. Human nature is the same in all ages—of the world, but not at all ages of the individual. When you attempt to teach a child profound problems of existence before he has learned to apprehend its simplest axioms, you commit an inexcusable mistake. If you try to make him comprehend all the mysterious relations of cause and effect before he has learned to discern simple phenomena, you are running counter to the laws of mind growth, and your labors will be worse than useless. A little introspection and a little observation may teach you this in a measure; but do not rest satisfied without reading some good work on Mental Philosophy. If you can't make up your mind to begin so voluminous a work as Porter or Hamilton, read Haven, or Hickok, or Alden.

You may learn to play sweet music on the piano or the organ without understanding much about its parts. But remember, before the young immortal mind will respond in harmonious measures to your touch, it some times must first be put in tune, and this can not be done by one altogether ignorant of its structure.

The educational literature of the day embodies the experience of the ablest and most successful teachers. Most that is valuable in it is accessible to you in the Teacher's Library. The theory and art of teaching are discussed from month to month in almost all their phases and features in our educational periodicals. If you intend to avail yourselves of all means within reach, you will not fail to be regular readers of one or more of these. In a word, aim by every possible means not to remain day laborers, but to become artists in your profession.

ELEMENTARY GEOGRAPHY.—V.

BY PROF. E. C. HEWETT.

LAST month, I spoke of the importance of studying maps a great deal, in the earlier part of our geographical work. Shall we begin with a map of the Hemispheres? or a map of Europe? or of S. America? What is a map? It is a symbol—a representation. It is intended, in a manner largely arbitrary, to bring before the mind's eye of the pupil something very different from what is presented to the natural eye. 'Things first, symbols afterward' is a sound maxim of Pedagogy; but, if we begin with either of these maps, evidently we must violate this maxim. Our previous practice with lengths and directions has prepared us to do a work well calculated to introduce the pupil to the correct study and use of maps.

I suppose most of the school-houses in Illinois 'stand square' with the points of the compass. Beginning in your school-room, then, let your pupils, with a tape-line or some other convenient measure, ascertain the length of the floor on the east side of the room. Now, tell them that you will represent the line they have just measured by a vertical line on the blackboard. Be sure, if possible, to select a board on the *north* side of the room; on this make a vertical line. Suppose the side of the room to be 36 feet, ask the pupils if you can make this line 36 feet. When they answer, lead them to agree to let one inch 'stand for' two feet, for instance; then ask them how long our vertical line

should be. When they say '18 inches', then cut the line off at the right length. Teach them that the upper end of the line on the board shall represent the north end of the line on the floor. Let all point to the latter, then to its representative. Now let them measure the north side of the room. Suppose it is found to be 24 feet. Now ask How long a line must represent it? What must be its relation to the line already drawn? Must it make a right angle at the top, or the bottom, of the former line? When you have intelligent answers, then complete the outline of the floor.

Now, if the lines of the floor are broken by platforms, doors, or a fireplace, let the length of these breaks and their distance from the respective corners be found, then represent them correctly, as to length and place. Next, find the accurate position and size of desks, stove, etc., and then represent them accurately, in the figure you have outlined. When this is all done, you have made a correct map of the school-room floor; and it has been done on correct principles: there was first a 'survey', and then the map was drawn to an accurate 'scale'. At the same time, the very exercise of measuring and planning will be worth more to your pupils as an educating process than the parrot recitation of one-half of any 'Primary Geography'. Now, use your map. Let the seats be 'bounded': for instance, "Charles's seat is bounded on the north by James's seat, on the east by the second alley, on the south by Seth's seat, and on the west by the third alley." Let your pupils make the map themselves, without any help from you; test their work with severity; then let them make it on a larger or smaller scale, always testing their work, both in respect to its accuracy and its beauty.

When the map of the school-room is sufficiently mastered, then make a survey of the yard, or of a 'block' in the village, and make a map of it in the same way. I think this part of the work will not be complete till you go out into the fields, and, selecting a tract of ground a few rods square containing a little stream, a hill or two, and perhaps a little lake or island, you make a careful survey and measurement of the tract, and then make a map of this also. Does any teacher say "This is visionary: it will take my pupils from their books, it will produce disorder"? I would ask, What is your purpose? Is it 'to get through' the book, or to *educate* your pupil? What is *order* good for, if it can be secured only by crushing out all thought and activity. When we are less afraid of some of these bugbears, and teach in such a way as to awaken more thought, and cram less with unmeaning words, our schools will turn out fewer *bookish dunces*.

When we have reached to this stage in our work, let the pupil study

a map of the village, township, or county, whichever you can most readily obtain. Let the study be thorough and exhaustive; let the pupil draw this map on the board, after he has studied it. Constantly direct his attention to the real things the map represents, and to the manner of representing them. Do not fail here to call attention to the 'scale' of the map. Let the pupil ascertain the scale by actual measurement. Do this work faithfully and intelligently; *introduce* the pupil to the study of all maps in this manner; and, my word for it, by and by, when he comes to study the Map of Europe, he will see on the page something more than blotches of yellow, red, and green, crossed by crooked black marks, and ornamented by round dots. The map will become to him, as it ought to do, a grand *perspective*, through which he can see mountain and plain, forest and meadow, mighty city, and rushing river.

Normal, Nov. 7, 1870.

QUALIFICATIONS OF TEACHERS.

BY J. L. PICKARD.

THE nature of the work to be done determines what shall be required of the workman. Our work is twofold, including *discipline* and *instruction*. These terms are used in their generic rather than in their specific sense. These two processes are necessarily related each to the other. The former involves a thorough acquaintance with the material to be wrought upon, and with the best methods of applying means in furtherance of the end sought. The latter supplies the means. In other words, discipline takes the means furnished by instruction and applies them to the child, having ever in view the production of a full and ripe manhood. From time immemorial the teacher's acquaintance with means has been accepted as the basis of his qualifications. An understanding of the principles of Arithmetic, Grammar, and Geography, has served as a passport to the teacher's desk.

It is but very recently that a knowledge of the structure of the human body, and of its hygienic laws, has had any weight in determining a teacher's qualifications. So far are we from making an acquaintance with the laws of our mental and moral being a requisite in those who teach our children, that we should be considered cruel in withholding a certificate of qualifications from any candidate on the ground of utter ignorance in this regard.

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The question here arises — if discipline be of so much more importance than instruction, why not change our entire system of examinations at once?

The workman must have tools, with the nature and use of which he must be perfectly familiar. He should also know the character of the material he is to work upon, that he may wisely choose the instrument to be used, and that he may apply the proper degree of force, and in the right direction. Our present system is good enough as far as it goes. We are sure that the means of education are understood. By careful inspection of the work of the teachers, we ascertain whether or not proper methods of application of means are used. The next step in our progress must be the requirement of knowledge of the laws that govern man in his physical, mental and moral being. But in our path lie the obstruction of long-established usage, and the lack of a really professional spirit. The importance and the dignity of the teacher's work have not been fully recognized. The impression has prevailed that the things taught were of more value than the persons taught. For the prevalence of this impression teachers are themselves largely responsible. Relatively too much stress has been laid upon the ability of the child to stand the test of an examination in Reading, Writing and Arithmetic — too little upon his ability to meet the hard work of life with a resolute will, self-reliant and patient; to be truthful when falsehood may seem the more profitable; to be polite in the midst of boorishness; to be kind, considerate and benevolent when tempted by love of ease to be selfish and avaricious; to defend, single-handed if need be, the right against the thousand advocates of wrong. He must think more of the man developed by the effort made in the acquisition of learning than of the learning acquired. To know much of many sciences is desirable, but consciousness of ability to meet successfully all the demands that may be laid upon us is of higher value; the former is the result of instruction, the latter of discipline. Then again the popular impression that a teacher needs to know only the specific branches she is required to teach must be met and removed. Our most successful teachers are those who are keeping themselves abreast of the times, who are constantly studying into the mental needs of their pupils, and who spend more hours upon the *'How to teach'* than upon the *'What to teach'*, or rather, who, knowing well what to teach, are busying themselves constantly with the discovery of the real powers of the child and of better methods of application of means to the development of the mind of the child.

O R A L I N S T R U C T I O N .

BY NELLIE PRINGLE.

ORAL teaching does not mean to do away with books, so much as not to let the book be the teacher. Text-books as text-books, but not text-books as sermons, is a very good motto. With older pupils the text will suggest the sermon, but to young children it is a text, and *nothing more*. The teacher knows, or should know, the need of the scholar whom she is instructing, and the lesson to be impressed on the mind, perhaps, ought to come just then in the form of a story.

No book can adapt itself to the variable moods of childhood. It is well that children should know that the things they learn from day to day are to be found in books, and they can be gradually led to find them; but it must be gradual. Our book-writers use language children can not understand.* You will, doubtless, say that if children are to improve their language, they must learn those new words, and, as they meet them, the teacher must explain them. In answer to that may be given a reply which contains the essence of a very great objection against any teaching but *oral* teaching for children. The idea of the new word should always precede the word itself. For instance, let us take a term in mathematics—multiplication, if you like. Our definition of a word is that it is a sign used to communicate an idea. A child who knows nothing of Arithmetic except addition, and perhaps subtraction, is told that to-morrow the lesson will be multiplication. What idea can that word convey to the mind of a child unless the teacher first leads the child to perform a certain operation with numbers and then tells him that *that* is multiplication,—of course, leading him to give the desired definition? You can imagine how it seems to a child, by supposing some one to show you a word of a language you do not understand. It is so with children: they are learning a new language. See that they know what idea is to be conveyed by a word, before the *word itself* is given. A great many teachers do all this after children have learned their lessons from books; but either the children have exercised memory alone and have no idea about the lesson, or they have formed their own ideas. The ideas formed may be right, or wrong. If wrong, the teacher has double work to do to displace the first impression formed and make way for the new, then teach the new. Better if the right had been formed first, as a rule. A lesson that exercises memory alone is a wrong one. The impression first formed is usually

the most lasting. By teaching children orally other faculties aside from memory must be cultivated, and you are sure what the first impressions are. Study should be a pleasure. Children will listen to things they will not read. Oral teaching is nothing new.

One of the first and best of teachers was our divine Lord, Jesus Christ. The various methods He took to instruct the people are just the methods needed now. He had an infant world to deal with, and we have infant children. As the world grew older, they could read for themselves: so is it at the present day.

The literal meaning of the word education is to draw out. The meaning of the word philosopher is a lover of wisdom. We must be educational philosophers and draw out the *love* of wisdom. Do we accomplish our object if we are not able to draw out all the faculties of the mind? Still, we must not take both feet off the ground at once. Tools must be adapted to the material we have to work with: so study must be adapted to the capacity of the child. Our subject must not only flower, but it must bear fruit. The natural process of education is from the simple to the complex, from the known to the unknown, from facts to causes: things before names, ideas before words, principles before rules.

It has been suggested that some ideas on animal lessons would be of interest. The subject given me was *Oral Instruction*. It may not be out of place to speak specially of this part of oral teaching.

The character of the instruction afforded by the study of animals is for moral and intellectual improvement, and from each lesson can be drawn a moral, though it is not thought advisable to have each lesson end with one. In the first lessons of any subject for children the *point* should be to cultivate the perceptive faculties, thereby suggesting thought for expression, and also cultivating expression of thought. In all lessons a teacher should consider first what faculties are to be cultivated, and then should prepare the lesson in the best possible manner to strengthen these faculties. The study of animals is not only of benefit to children, but pleasing and gives variety to school-work. Variety is very necessary in all schools, but particularly in a primary school.

All of our instruction should be made as delightful as possible, and tasks should be avoided. School should be made *almost* as agreeable as a delightful ride through a rich, beautiful country, where the scenery is constantly changing. Of how much interest to a teacher is a lesson on a cat,—for instance, “The cat has four legs”? The fault seems to be in the teacher if the lesson is not interesting. It matters not if her class is not in the most perfect order, if they are wide awake and learn-

ing. We must remember that activity is a law of childhood, and our aim is to cultivate the faculties of the mind.

The first lessons should be simple and conversational, on such familiar animals as hen and chickens, cat and kittens. None but domestic animals should be used for the first year, and a picture, or a living animal, *always* should be presented. Of how much interest would be the study of history to us, if we could see the scene. So it is with children: the reality, or the representation, is of much more interest than a description without the representation.

Peoria Normal School, Nov. 1870.

EDUCATIONAL NOTES.

BY J. H. BLODGETT.

THE form prepared at the Illinois Principals' Meeting in Chicago for securing uniformity of school-records will do much toward accomplishing its object: not so much by its perfection, for it is open to criticism, as by bringing into definite shape something by which comparisons can be made and a way opened for further improvement. The form proper is good for record of pupils, but it makes no provision for recording attendance of teachers.

There are many schools which are sadly injured by teachers who are habitually tardy, or who absent themselves for causes that in well-regulated schools are deemed insufficient for the absence of pupils. Within the last twenty years, not to indicate too exactly what cases I have known in a less time, I have known of schools where teachers were some times tardy several times in a week, and this for several weeks in a term. The schools of Chicago, by reason of numbers enrolled and the magnitude of their system, furnish the most elaborate graded-school statistics in the state. They report over three cases of tardiness as the annual average for each of the teachers there. Only two schools—the High School and the Blue-Island Primary—are without tardy teachers for the year ending July 1, 1869. One school reports over seven tardinesses for each of its twenty-five teachers, another reports almost ten cases for each of its thirteen teachers. But teachers may profitably learn how that is regarded by the significant notes that state that three teachers who *have resigned their positions* are chiefly responsible for these high figures.

At the other extreme, there are in the isolated schools in the rural districts many heedless teachers, and some of our county superintendents could tell of reaching school-houses after nine o'clock and finding themselves too early for the teacher.

The form should contain places for tardiness and absence of teachers.

In the 'Directions' are two which require the teacher to keep statistics in a manner different from that called for by the state law. This is true of Directions 3 and 5, and especially of the latter, which ignores any session of less than a quarter of a day. With my understanding of the School-Law and the interpretations of the State Superintendent, a school that had gathered in its usual manner in the morning and in a half-hour had been dispersed by a fire or other casualty would have credit upon the schedule for the presence that day of every one who was really there in its brief session. The instances in which such fragmentary sessions will occur are so rare as to make no particular difference in the general comparison. If the cases are numerous in any locality, the schools are not honestly kept, and the whole record would be of little account. Leaving off Direction 5 would simplify the plan by so much without weakening its effect.

MORE ROOM FOR PUPILS.

BY PROF. J. A. SEWALL.

"ALL men" are entitled "to life, liberty, and the pursuit of happiness." We believe this sentiment, are willing to fight for it, *die* for it, if *absolutely necessary*. The 'Fathers' declared it. Now, while they were in the 'claim business' and *declaring* what each and every man is entitled to, why could n't they have gone a little farther, and added "and a full supply of pure air—more or less"? I honestly believe that the added item is an *inalienable right*; but the Fathers neglected to *declare* it.

There is enough of the article, and always at hand. The raw material costs nothing, and there are, or need be, no charges for transportation. And yet, excepting 'life, liberty, and the pursuit of happiness', as the Fathers understood these, there is nothing man so much needs as pure air, and enough of it. Without it life is only half life, *liberty* not well enjoyed, and happiness pursued under great difficulties, and never in any good degree attained.

I go for life, liberty, the pursuit of happiness, and about *a thousand cubic feet of pure air*, all to myself; and would that every individual should go and do likewise. "Bad breathing is the cause of *half* of all the diseased conditions of the human family." "Man's breath is his worst enemy."

All that I have said may be considered as *preliminary*, and might serve as a head for a sermon, a preface to a scientific (?) paper, or a part of a lesson on *morals*, touching *neglected duties*. But I intended these introductory remarks to serve no one of these purposes: I am not proposing to write sermons, scientific papers, or give a lesson touching *neglected duties*. I am disposed to say nothing; but shall content myself by acting as a sort of *medium*, an agent, spokesman for other parties.

I wrote a paper, not long ago, for an educational journal on *The Importance of Ventilation*, and a son of Esculapius got hold of it, and reviewed it, and *annihilated* me; and I have not yet recovered sufficient courage to make another venture. Every thing I say in this paper is from *high authority*, and all my statements will be inclosed in quotation-marks. Please see to it that the printer don't leave out any.

Too little attention is given to ventilation in our school-rooms. Children are too much crowded. We calculate how many can be seated, not how many can be furnished with air of a *fair* quality for breathing. We do not seem to understand that disease may fasten on a child as knowledge does, slowly but surely. Bad impressions made upon the child's mental and moral being are lasting as life. So, too, if the *vital forces* are depressed in childhood, the ill effects of such depression are felt through all life.

There is too much of this physical suffering, too much bad health, too great a demand for *curative medicines*. Half of this suffering, half of this ill health, might be prevented, if pupils, especially children, would breathe pure air.

If we sent our children to boarding-schools, and should be assured, on high authority, that the food furnished was poor, unhealthy in quality, and too little in quantity, we should, in all probability, be somewhat indignant! and think best, perhaps, to take our boys and girls home. Yet thousands of children are in school in our state to-day, breathing air that is poisoning their systems, doing greater damage to their physical beings than would be done by eating food that might be pronounced, by high authority, *unfit to eat*.

Each pupil in school is entitled to at least *seven hundred cubic feet of space*, and this space ought to be *thoroughly and constantly ventilated*. And now I will cite a few authorities touching this assertion.

"To be supplied with respiratory air, in a *fair* state of purity, every man ought to have at least 800 cubic feet of space to himself, and that space ought to be freely accessible, by direct or indirect channels, to the atmosphere."—THOMAS H. HUXLEY, LL.D., F.R.S., President British Association of Science. *V. Physiology*, p. 106.

"From a number of experiments in which the overflow of air was measured, and the carbonic acid simultaneously determined, I have found at least 2000 cubic feet *per hour* must be given to each individual, to keep the carbonic acid at 5 or 6 per 1000 volumes, and to remove the the fetid smell of organic matter."—DR. PARKS. *V. Huxley and Youmans*, p. 293.

"Eight hundred cubic feet of air, from experience, seems to be the *minimum* that can safely be allowed for a single individual, under ordinary systems of ventilation."—*New Am. Cyc.*, Vol. XIV, p. 38.

"Experience seems to have fixed 800 cubic feet as the *minimum* that can be safely assigned, except where *extraordinary provisions* are in operation for its constant renewal by ventilation."—*Carpenter's Human Physiology*, p. 302.

I prepared a circular, a few weeks ago, and sent one to each of the professors of Physiology in the various institutions of learning in the country, and to each of the superintendents of schools with whom I chanced to be acquainted. The following is a copy of circular:

"How many cubic feet of space ought each pupil in a school-room to be allowed, where the ventilation is good?" And here are a few of the replies:

"Adults, 800 feet. Boys, from 12 to 16, require about two-thirds of this amount—say 600 feet. At this rate, 30 boys would require a room 30 by 40 and 15 feet high." See *Flint's Physiology*.—OLIVER WENDELL HOLMES, Prof. Phy. Harvard University.

"You may consider from 2000 to 3000 cubic feet of air necessary for each pupil per hour: with ordinary ventilation, and allowing the air to be changed three or four times per hour, this would require a space for each pupil of from 600 to 700 or even 1000 cubic feet."—JAS. ARTHUR MEIGS, Prof. Phy. Jefferson Med. Coll., Phil., Penn.

"I would not allow less than 350 cubic feet, with ordinary ventilation."—J. S. MITCHELL, Prof. Phy. Med. Coll. Chicago.

"It is estimated that at least 800 cubic feet are required; but the number of respirations in a minute and the amount of 'tidal' are subject to so many variations that the *exact number of feet* required can not be given."—J. H. WALTERS, Prof. Phy. Mo. Med. Coll., St. Louis.

"Twelve hundred cubic feet."—JAS. T. WHITTAKER, Prof. Phy. Ohio Med. Coll.

"It depends, in my opinion, on *how* good is the ventilation. Every pupil should get from one to two thousand cubic feet of fresh, *unpolluted*, outer air, per hour."—GEO. DERBY, Sec. Mass. Board of Health, Boston.

Here are a few from school men:

"I don't know." . . .—E. A. GASTMAN, Sup't Schools, Decatur, Ill.

"From 25! to 30!" cubic feet! ————

"About 200 cubic feet."—J. L. PICKARD, Sup't Schools, Chicago.

"I don't know: should say 250 cubic feet. Some of my scientific brethren, after computation, say 350."—GEO. HOWLAND, Chicago High School.

I have selected but a *few* of the answers received: some giving the highest, some the lowest. The *medical* authorities are quite alike: their statements vary but little: the *average* of their estimates is 700 cubic feet.

The lowest estimate, 25 to 30 feet, needs special attention. I withhold the author's name. Think of putting into a room, say 20 by 30 and 6 feet high, 130 pupils—or, if the room be of the ordinary height—12 ft.—about 15 by 16 ft.

My 'spare' room is 15 by 15 and 10 ft. high—containing 2250 cubic feet, and is *well* ventilated. Now if Bro. Pickard comes to visit me, if I put him into said spare room with *ten others*, would he not think it a little close, and that even 205 cubic feet was a short allowance?

I have ascertained the capacity of about one hundred school-rooms in the better class of school-buildings in our state, and the pupils seated in each.

State Normal University gives to each pupil about 700 cubic feet, though the ventilation is next to none. Bloomington (new building) gives 350 feet; Clinton, 300; Rochelle, 300; Litchfield, 300 (?); Polo, 280; Galena, 260; Hillsboro, 260; Normal (public school), 120! I believe the honorable board here keep one comfortable building, that would accommodate 60 or 70 pupils, 'to go to law about', and pack about 400 pupils about as closely as sheep and hogs are packed in cars for transportation. It may be according to law; but it is not healthy. Think of putting 20 *children* into an ordinary-sized bed-room to sleep! even if the ventilation is good! Why didn't the Fathers '*declare*' that we, the free citizens of the Great Republic, are each entitled to 700 *cubic feet of pure air*?

I will not presume to dictate, but would respectfully suggest that we give this matter more attention—that we build our school-houses so that each pupil can get—what God gives—a full supply of pure, life-giving air.

Normal, Nov. 12, 1870.

EDITORIAL DEPARTMENT.

RETROSPECTIVE.—With this number the Teacher completes another year. In looking through the volume just finished, we find nothing to dishearten, but much to encourage. We have found a host of friends who have cheerfully joined with us in carrying on the work. That they have done well is evinced by the success of the Teacher for the year and by the satisfaction every where expressed by its patrons. To them we return our hearty thanks, and invite them to labor on. We have found many appreciative friends on every side, who have sent us words of good cheer and encouragement. For their kind wishes we are grateful, and we invite a continuation of their influence in extending the circulation of the Teacher. The year 1870 has dealt kindly with us, and in closing its volume and turning to the new page of 1871 our wish for all is that each shall leave there a record of noble work done for humanity.

What our plans are for the next year may be learned from the prospectus, to be found in the present number. We are not accustomed to giving assurances till there is reasonable certainty that they can be realized. But we feel like assuring our readers that for the next volume the Teacher shall be the peer in excellence of any educational journal in the country.

STATE ASSOCIATION.—The programme of the next meeting of the Association, which appears in this number, will, no doubt, receive the careful attention of all our readers. And, further, we hope that, after reading it, every one of them in the state will conclude to be at Decatur. A glance at the programme will be sufficient to satisfy any teacher that he will be amply repaid for going. The committee have prepared an order of exercises embracing more than the usual variety, and calling out as leaders those who are in every way qualified to discuss ably the subjects they are to present. We are glad they have appointed some of those who have hitherto been attentive listeners rather than active workers in the association.

They have wisely refrained from overcrowding the programme. Opportunity is left for discussion, an exercise which, if properly conducted, may be made a very profitable feature of the occasion. Concerning every one of the topics upon which the committee has invited discussion there is a difference of opinion and of method among the best teachers, and it is only by a candid comparison of ideas upon these subjects that the best methods or correct views can be reached. To secure the greatest profit to these discussions, we have no doubt that the committee will be glad to have every teacher give attention to the topics mentioned, beforehand, so that, when the time arrives, what is presented shall be the best thought of the speaker. In this previous attention, in this lively exchange of opinion and in the thought excited by it, will consist very largely the individual profit of the meeting.

Prof. Gillett will illustrate his subject with a class of pupils from the Institution for the Deaf and Dumb. To every teacher this exercise alone will repay the trouble of attendance.

We are heartily glad that the committee have not asked free entertainment for

those in attendance. The time has come when teachers should be free from the reputation of asking charity. There are many ladies who have persistently refused to attend the meetings of the Association because they would not be permitted to pay for their entertainment; and we mistake much if all would not prefer to pay for their board and be free from annoyances which have attended the previous custom. It will be noticed that the terms of entertainment at the hotels and boarding-houses are very moderate. No one need stay away for fear of lack of accommodation. Decatur entertained well the thousands attending the State Fair, a short time since, and will of course be able to do the same by the teachers assembling there during the holidays.

THE TEACHER'S WORK.—We wish to call the thoughtful attention of our readers to the excellent article in this number by Superintendent Pickard, of Chicago. Mr. Pickard touches a very important point in school administration. It refers to the real object to which schools and all their machinery are only tributary, the development of the man, the formation of character. The means by which the school is conducted, the methods of instruction there adopted, are by no means to be overlooked. They are essential; and the more excellent they are the better, so long as they are restricted to their proper place in the work of education. But they are the means to a grand end, and that end should never be forgotten. The difficulty lies in the tendency to lose sight of the final object, to forget that the schools are only a part of the process of training for after life, that they should be disciplinary, with the attainment of a noble manhood continually in view.

The correctness of this position will receive general assent. Yet practically it is too frequently forgotten. How often is it that teachers devote their time to the advancement of their pupils' scholarship, to the neglect of those traits which will make them useful citizens; whose study is given to their daily records, important as they are, in stead of the character of the childish mind and the laws of its growth. Is as much time of the school given to establishing a high standard of right and justice as to secure a pride of scholarship in any one study, even? Is any time given, even irregularly, to lessons in moral instruction? Is any time of the teacher given at recess to cultivating pleasant social relations with the pupils and to properly regulating their sports? Are there any wholesome regulations concerning the assembling of children upon the school premises before school, or their lingering there after school? Is there any regard paid to the condition of the out-houses, and to the personal habits of the pupils? Is any attempt made to prohibit indulgence in improper sports upon the school grounds?

At the times referred to, the minds of children are usually more active than when in the school-room, and they are correspondingly susceptible to the influences about them. It is of the greatest moment that these influences be not of a depraving character. The watchful care of teachers in the directions indicated may go farther in forming proper habits and in determining the character of the future of their pupils than the instruction given in the studies pursued.

EDUCATIONAL LITERATURE.—The signs of greater vitality among educational journals afford a gratifying evidence of a greater professional spirit and a broader culture among teachers. These evidences are especially apparent in the West. Wisconsin, hitherto an unfortunate locality for such an enterprise, is promised a

new journal, to be issued with the new year, we believe, under the direction of the State Department. The *Minnesota Teacher* has of late been issued in a new dress and increased size. Of all the journals of the kind, it is now one of the most creditable in appearance and substantial in its character. The *Iowa School Journal* has ceased its connection with the State Association, and now depends upon individual enterprise for its merit. It, too, has appeared in a new dress and enlarged form, and bids fair to be a much more efficient agent for the work in that state. The *Western Educational Review* has changed its place of publication from Jefferson City to St. Louis, Missouri. It is an enterprising journal, and is doing much for education in Missouri. It promises an addition of one-third to its present amount of reading-matter, with the next volume. With the new year the *Schoolmaster* prefixes *Chicago*, whither it has been removed, to its name. Its new prospectus announces that it will be in the editorial charge of I. S. Baker, one of its present editors. Hon. E. E. White, of the Ohio Educational Monthly, has issued an edition of that journal under the name *National Teacher*. It differs from the local edition in having the space occupied by state news devoted to news and items of more general interest. Mr. White is one of the ablest educational men of the country, and he is known by his works. The *Pennsylvania School Journal*, as was announced in our last number, has passed into the hands of State Superintendent Wickersham and J. P. McCaskey, its former Associate Editor. Under the new management a new life and power will be infused into its columns. The *American Educational Monthly* will soon appear in an enlarged form and with its price raised to two dollars. An educational monthly published in German has appeared in Louisville, Ky., edited by Prof. Hailman, author of a book on Object Lessons. It is edited with ability.

MR. EDITOR: I have sinned against the Normal Schools and the National Convention, and I hasten to make amends. Now that Prof. Phelps has called my attention to it, I see that my statement concerning Normal Schools and the Convention is not quite correct. That little article was written hastily, and not at the time intended for publication without review and further consideration. This, however, under the circumstances was omitted. I spent some weeks in Ohio previous to the Convention, during which it was my privilege to meet with a very intelligent body of teachers in Miami Co., Ohio, and at sundry other times with other distinguished teachers of this state. The impressions I received from them, added to what I received from members of the Convention in private conversation, more, perhaps, than from any thing said in the Convention, led me to the opinion expressed in my article as published in the *Teacher*; and I have no reluctance in admitting to Prof. Phelps, if he please, that my statement was 'rather rash'. I think I have no prejudice against Normal Schools. While I am free to admit that their 'history is not before me', I recollect I had always been of the opinion that they constituted an important educational instrumentality, and I was surprised to meet with the opposition I did in Ohio. If this were the right time for it, I could state the objections urged against Normal Schools, which, I must say, appeared to me well-nigh conclusive. The article of Prof. Phelps, so able and convincing as to the points made, is not out of time, as there is still—and the Prof. will admit this—a wide-spread opposition to this class of institutions.

I suppose this frank statement will be deemed satisfactory to all concerned.

E. W. GRAY.

COEDUCATION OF THE SEXES.—The Northwestern University, at Evanston, is open this year, for the first time, to ladies, and out of the more than 300 students in the Literary Department 13 are ladies. The Medical Department, the Chicago Medical College, on the other hand, though it admitted ladies last year, was not satisfied with the experiment, and a new Women's Hospital Medical College has been established in Chicago, which has opened with about 20 students.

ITEMS FROM THE RECENT CENSUS RETURNS.—Illinois has a population of 2,567,032; in 1860 it was 1,711,951. The five most populous counties in the state are Cook, having 350,236 inhabitants; LaSalle, 61,130; Adams, 56,416; McLean, 53,948; St. Clair, 51,136. The largest cities are Chicago, 299,370; Quincy, 24,398; and Peoria, 22,864. The largest cities in the United States are New York, 927,436; Philadelphia, 657,179; Brooklyn, 406,097; St. Louis, 312,963; Chicago, 299,370; Boston, 253,984; Cincinnati, 218,900; New Orleans, 184,688; San Francisco, 150,361.

PROF. W. J. BEAL, who has contributed several valuable articles on Natural History to the late volumes of the Teacher, has been elected to the Professorship of Botany in Michigan Agricultural College.

MONTHLY REPORTS.—The following is the table of reports for the month of October, made in accordance with the rules of the School Principals' Society:

TOWN OR CITY.	No. of Pupils Enrolled.	No. of Days of School.	Average No. Attending.	Av. Daily Attendance.	Per cent. of Attendance.	No. of Teachers.	No. neither Absent nor Tardy.	PRINCIPAL OR SUPERINTENDENT
Aurora (East Division)...	1445	20	1369	1271	92.1	191	514	W. B. Powell
" (West Division)...	526	21	486	457	94	114	178	Frank H. Hall.
Cairo	517	21	450	431	91	33	201	H. S. English.
Maroa	172	21	157	145	92	115	42	E. Philbrook.
Chicago	30450	20	28909	27214	96.5	5853		J. L. Pickard.
Oak Park	102	20	93	90	97.2	21	60	Warren Wilkie
Creston	105	17	100	93	92.1	21	27	P. R. Walker.
Kankakee	718	19	614	573	93.3	370	159	A. E. Rowell.
Belyvidere	337	21	314	296	97	37	170	H. J. Sherrill.
Macomb	621	20	594	563	94.5	133	248	M. Andrews.
LaSalle	704	20	613	572	96.1	160	183	W. D. Hall.
Elgin	550	19	798	767	96.1	217	355	C. F. Kimball.
Mason City	353	20	240	223	91.8	2	193	Frank C. Garbutt.
Normal	378	20	261	248	96.4	37	269	Aaron Gove.
East Rockford	916	20	820	768	91	21	235	Henry Freeman.
Rochelle	290	17	328	318	91	21	28	A. J. Blanchard.
Batavia	194	20	159	159	93.3	178		H. O. Snow.
Sandwich	418	18	381	349	91	95	106	A. J. Sawyer and
Shelbyville	403	20	390	360	89	219	108	J. Hobbs.
West and south Rockford	1152	20	1060	1028	96	272	488	Ed. H. Blodgett and
Dixon	512	18.5	480	449	94	193	159	W. F. Barbour.
Henry	358	21	327	305	93.2	165	132	E. C. Smith.
Forreston	179	20	172	161	93	57	97	J. S. McIlung.
Decatur	1550	20	1447	1374	95	192	725	M. L. Seymour.
Clinton	519	20	504	415	94.1	29	241	E. A. Gastman.
Peoria	2262	20	2129	1988	93.3	198	885	S. M. Heslet.
Byron	81	17	81	72	89	30	30	J. E. Dow.
								C. D. Mariner.

EDUCATIONAL NEWS.

ILLINOIS.

CHICAGO.—The Annual Report of the Board of Education for the past year is before us. Besides brief reports of the different officers and committees, it contains very full and interesting statistics of the work and condition of the schools for the year. Since the Chicago system gives character quite largely to the schools

of the state and the West, we present the following very full summary of the facts in the report as being of general interest. The whole number of pupils enrolled in the schools during the year was 38,939, an increase of 4,199 over the corresponding number of the previous year; at the close of the year there were 497 teachers, being 40 more than at the close of the previous year; the total expense of the schools was \$715,347.38; the seating accommodations owned by the city were increased during the year by 5,146 seats; the estimated salaries of teachers for the current year are \$470,000; during the year 302 candidates for teachers' positions were examined, of whom 15 were gentlemen; certificates were granted to 179, of whom 9 were gentlemen; 83 of those receiving certificates were appointed to situations, of whom 2 were gentlemen; the highest average of any one appointed was 99, reached by a lady; the total number of appointments to position during the year was 135; the total number of pupils receiving instruction in German during the last term of the year was 2,597, of whom 915 were of German parentage; the total enrollment in the evening schools was 3,828; cost of instruction of same on enrollment \$2.59; the average number belonging in the High School was 496; in the Normal Department, 71; in Classical Department, 119; in General Department, 321; the average number studying French was 74; German, 263; the school census of the city is 80,280; the number of grammar schools, 21; primary, 14; number of teachers in High School, 20; in Grammar schools, 388; in Independent Primary schools, 127; whole number of male teachers, 31; females, 506; average number of pupils enrolled, 25,755; number in daily attendance, 24,839; per cent. of attendance, 96.4; the average number of pupils belonging was 32 per cent. of the whole number of children of school age; the same number was 66 per cent. of the whole number enrolled; the average number of pupils belonging per teacher was, in the High School, 31; in Grammar and Primary grades, 52.2; the average number of pupils in each of the several grades was as follows: first, 439; second, 709; third, 1,233; fourth, 2,069; fifth, 2,545; sixth, 2,460; seventh, 3,359; eighth, 4,383; ninth, 3,924; tenth, 4,138; total average in grammar department, 4,450; in primary department, 20,808; the promotions were as follows: from tenth to ninth grade, 4,301; ninth to eighth, 3,473; eighth to seventh, 3,807; seventh to sixth, 2,824; sixth to fifth, 2,340; fifth to fourth, 1,806; fourth to third, 1,306; third to second, 889; second to first, 491; first to High School, 385; the number of suspensions for absence was 3,218; for misconduct, 446; the cost per scholar for tuition upon average number belonging was \$16.10; cost per scholar including all expenses and six per cent. of valuation of school property upon same number, \$24.49; the per cent. of tardiness per pupil was six-tenths; per teacher, seven-tenths. The average service of the lady teachers, as teachers in Chicago, is about three and one-third years. Of the five hundred and six lady teachers in the schools, two hundred and thirty-three have graduated from the High or Normal School. Superintendent Pickard presents in his report the following comparison: "Six years ago there were eighteen schools in all. There are now thirty-six. The whole number of teachers at that time was two hundred and twelve. It is now five hundred and thirty-seven. The number of pupils enrolled in 1863 was 21,188; in 1870, 38,939. The average daily attendance was then 10,002. For the year just closed it is 24,839.

JACKSONVILLE.—From the Jacksonville Daily Journal we learn that, under the management of Prof. Olcott, the schools of that city are in excellent condition. They are divided into six grades, and at work upon a uniform course of study published with brief directions to teachers, and a syllabus of lessons in grammar, composition and object lessons for the whole course. These subjects are important, and it is one of the cheering signs of improvement in our educational systems that they are beginning to receive systematic attention from the beginning of the child's school life. The hours of instruction in the High School have been fixed at from 8½ till 1 o'clock, a change which meets with general approval.

KANKAKEE.—The people of Kankakee are rejoicing over their new school-house. In its convenient arrangement and in the beauty of its design it is considered one of the finest buildings of the kind in the state. The city employs seventeen teachers, who, under the leadership of our friend A. E. Rowell, are doing excellent work.

ODIN.—L. S. Kilbourn publishes monthly, in the Southern Illinois Journal, many interesting facts concerning his school. His total enrollment for October was 179; average attendance, 133. Among the items are the names of parents who have visited each division. In the report before us it was in each case —. Not a very high encomium for the parents.

SOUTHERN-ILLINOIS NORMAL.—The work on this institution has so far progressed as to give an idea of its plan and prospects. The building is situated on a fine elevation about a half-mile from Carbondale. It is to be 210 feet in length, with a wing upon each end 109½ feet long. The first story is 22 feet in height, and the second 21 feet. On the first floor will be several school-rooms capable of accommodating about 175 pupils each. On the second floor will be the assembly-room of the school, and lecture and recitation rooms. The building is covered with a Mansard roof, which allows space in the third story for a large lecture-hall 95 by 65 feet in size, and also for rooms for museum and literary societies. The basement walls of the structure, now complete, are built of stone from the quarries of Jackson county, and the superstructure is to be built from brick manufactured on the premises. The prospect now is that the walls of the first story will be completed this season. According to the contract, the building should be finished by Sept. 1, 1871; but this will be hardly possible. The superintendent of the work thinks it will not be ready for occupancy before September, 1872. G. D. Y.

FORD COUNTY.—One hundred and twenty teachers gathered at the autumn institute at Paxton. They were favored with exercises by Pres. Edwards and Prof. Metcalf, from Normal, and Miss Churchill, of Chicago. A pleasant feature of the occasion was the dedication of a new and very fine school-house at Paxton. It is built of stone, four stories high, and cost \$20,000.

FULTON COUNTY.—Superintendent Benton reports the schools mostly in session and doing excellent work. The teachers are studious and anxious to qualify themselves for better service.

HENRY COUNTY.—The annual institute was held at Kewanee, during the week commencing October 10th. A permanent organization was effected under a new constitution. The attendance was large, and greater life than usual characterized the session. Drill exercises were conducted by the President, W. H. Russell, G. E. Myers, J. A. Comstock, W. R. Sandham, G. B. Harrington, Wm. J. Vannice, and Misses E. H. Turner, Bell, and Alexander. Evening lectures were given by the County Superintendent, H. S. Comstock, Pres. Edwards, W. H. V. Raymond, and Rev. J. P. Brooks. S. W. Maltbie, of Geneseo, was made President for the next year.

LOGAN COUNTY TEACHERS' INSTITUTE met in Lincoln, Monday, October 24th, at 1 P.M., and continued in session until Saturday noon. We deem it by far the best session we have had. Rev. A. J. McLean and Profs. Etter, Hewett, McGlumphy and Wilkinson lectured for us. To the last three, and to others, we are indebted for valuable instruction imparted during the day sessions. Over one hundred teachers were enrolled, and all seemed earnest workers in the cause of education. L.

OGLE COUNTY.—In addition to the various means of promoting the efficiency of the educational work in this county, a Principals' Association has been formed. A session was held on the afternoon of the 25th ult. The manner of grading and the needs of graded schools, the object and method of examinations, and music, were subjects for discussion. Messrs. P. R. Walker and A. J. Blanchard are the Executive Committee. . . . The County Institute met, at Rochelle, Oct. 18th, and continued in session four days. After an address of welcome by A. J. Blanchard, of Rochelle, and a reply by Sup't Wells, Mr. G. R. Hammond read an essay on *School Government*. P. R. Walker gave an exercise in *History*, showing that events should be grouped and remembered in order, together with the story and place.

He illustrated his method of teaching by assigning a lesson to a volunteer class, which was recited the following day. J. W. Gibson gave an interesting exercise on the *Decimal System and Fractions*. Sup't Wells, in a short address, said that 86 per cent. of the persons between 6 and 21 have attended school during the year. It has cost \$10.40 to school each pupil, at an average of eighty days attendance. Each day's tuition for each pupil has cost the county 13 cents. Of this 8 cents was for teacher, 2 cents for fuel and other incidental expenses, and 3 cents for the 10 per cent. of the value of the school property of the district. From these and many other facts, he said three things were necessary to secure greater economy in the expenditure of school money: 1. A reduction of the number of districts. 2. A compulsory attendance upon the schools. 3. The establishment of a County Normal School. Dr. J. A. Sewall gave exercises in *Botany, Chemistry, Physiology, Primary Reading, and Theory and Art of Teaching*. J. H. Freeman spoke of *Mental Arithmetic*, presenting many valuable suggestions. M. L. Seymour presented his method of making *School Reports*. A. J. Blanchard made some excellent suggestions on the subjects of *Grammar* and *The Art of Questioning*. Music was furnished by the people of Rochelle. Misses J. Hathway and Carpenter presented classes in *Reading and Form*. Lectures were delivered by Dr. Sewall, of Normal; L. H. Potter, of Fulton; and Dr. Gregory, of Champaign. Twenty-five subscribers was obtained for the Teacher. The usual resolutions were passed, among which was the following:

Resolved, That it is the plain duty of every live teacher to pay for and read some educational journal; and as the Illinois Teacher comes to us with beauty for the eye, vigor for the intellect, and cheer for the heart, we give it our hearty support.

P. R. W.

Thank you, fellow teachers. Ogle county always does well.

The Institute of Knox county sent a similar substantial remembrance.

The Superintendent of Schools at Joliet has just sent us a club of 14 out of his 26 teachers. Who next?

STEPHENSON COUNTY TEACHERS' INSTITUTE was held at Lena, beginning Oct. 15th, and continuing four days. A very interesting and profitable time was had. There were present about sixty earnest working teachers. During the first two days the work was done by teachers in the county and Sup't Kleckner. During the last two days Prof. Hewett was present and took charge of *Arithmetic, Geography, and History*. Evening lectures were delivered by Revs. Bower and Elliott, and Prof. Hewett. On Friday evening the members of the Institute gave a Shakspearean Reading to a crowded house. All were highly pleased. Lena has an excellent school-building, and Mr. Ford, their efficient principal, is doing all that can be done toward making a first-class school.

TAZEWELL COUNTY.—The experience of the Tazewell County Institute is instructive as affording an illustration of what perseverance can do in developing an educational spirit among teachers. After an interval of several years, the institute was revived three years since, when Prof. Sewall, of Normal, and about thirty teachers worked together a week in renewing a professional interest grown somewhat dull during the war. Two years since the number had increased to between fifty and sixty, led in the work by Prof. Pillsbury, of Normal. Last year, under the direction of Prof. Hewett, of Normal, the institute, numbering seventy-five, had a spirited session. Last spring three local institutes were held, continuing two days each. The annual session of this season was held at Pekin, commencing on the 24th ult. It was our good fortune to be present during a part of the week, and seldom have we met a more wide-awake and intelligent class of teachers. There was a marked attention to the work in hand and readiness to join in the exercises. The most of the schools of the county being in session, the attendance was not as large as would otherwise have been the case. About eighty teachers were present. Prof. Cavert, Superintendent of the Pekin Schools, took a prominent part in conducting the exercises. Mr. Moore, of Tremont, conducted exercises in *Geography*, and Mr. Cowdery, of Delavan, in *History*. The singing was in charge of Mr. Wilson, of Washington. Evening addresses were delivered by Pres. Everest, of Eureka; Dr. Sewall, of Normal; and by the writer. A committee was appointed

to prepare a programme of exercises for the next session of the institute, and publish the same a month before the time of meeting. This is a move in the right direction.

WILL COUNTY.—The County Institute held a session of five days at Lockport, commencing November 14. The drill exercises were conducted by the County Superintendent, S. O. Simonds; Superintendent Charles I. Parker and Prof. P. C. Royce, Joliet; James Long, of Wilmington; Misses Branch, Miss Potter, and Miss Campbell, of Joliet. Prof. D. S. Wentworth, of Cook County Normal School, and Miss Churchill gave instructions in *Grammar* and *Elocution*. Evening lectures were given by Superintendent Parker; Rev. C. H. Dutton, of Joliet; and Dr. Hawley, of Lockport. Select readings were given by Miss Churchill. About one hundred and fifty teachers were present. Important questions relating to the work of teaching were discussed, and altogether an impetus was given to the cause of education in Will county that can not fail to produce happy results.

ITEMS.—The Shelbyville schools have an average attendance of 328 pupils and 8 teachers. They are crowded beyond their power to accommodate. . . . One of the teachers in Decatur, Miss Maggie Leeper, had 64 pupils during the month of October, with an attendance of 97.7 per cent. and no tardinesses. . . . An institute will commence at Duquoin, Perry county, Dec. 19th, and continue four days. Another will be held at Pinckneyville, Jan. 2, 1871, and close the 6th. . . . The Jackson County Institute will commence a session on the 19th day of December.

FROM ABROAD.

CALIFORNIA.—The October number of the Teacher is filled with an account of the late session of the State Teachers' Association and with reports of various institutes. The Association has a Committee on Questions, to whom are referred various matters of a miscellaneous nature. The following is their report at the recent meeting:

To the Chairman and Members of the Institute: Your Committee on Questions respectfully submit the following report, containing the questions referred to the committee, and their decisions thereon:

1st Question.—Should Drawing and Music be taught in our ungraded schools? Answer.—Emphatically, yes.

2d Q.—Should Corporal Punishment be abolished from our schools? A.—If a teacher can make the school discipline what it *ought* to be without, yes; if not, no.

3d Q.—Ought the teacher in country schools to be required to do outside work for his school, such as looking after absent and truant pupils, urging Trustees to do needed work, working up the interest of indifferent parents? A.—No. His zeal in his profession should require him to do it without a requisition from any source.

4th Q.—Ought teachers to introduce illustrations and topics outside of text-books, for the purpose of making recitations more interesting? A.—Yes.

5th Q.—Can a course of study for country schools be wisely prescribed by the state authorities? A.—Yes.

6th Q.—Should the facts in Descriptive Geography be committed to memory by pupils? A.—Yes.

7th Q.—Are Normal Schools, as an instrumentality for the advancement of popular education, worthy of the consideration bestowed on them? A.—They are worthy of more consideration than they now receive; and when their merits are appreciated as they deserve, they will receive that consideration in the public mind.

8th Q.—Would it not be well to amend the school law so as to fix a penalty for non-attendance of teachers at county institutes? A.—Yes.

The *State University* has at last found a president, in the person of Prof. Henry Durant. He hails from California. . . . The corner-stone of the permanent building for the *State Normal School* was recently laid at San Jose. The building is to be 172 feet front, 160 feet deep, and three stories in height, and to be surmounted by a tower.

MICHIGAN UNIVERSITY.—The experiment of admitting ladies to this institution seems to promise complete success. There are now 15 in the literary department, 13 in the medical, and one in that of law. The large attendance of previous years is exceeded by that of the present. The Freshman class contains about 200. Since the resignations of Professors Evans and Spence, occupying the chairs of German and French, the department of Modern Languages has been remodeled by the election of a single professor, with two assistants—one a native of Germany,

the other of France. In the department of Civil Engineering the qualifications for admission have been raised to embrace one year's study of the French language. For the present, students having that degree of proficiency are admitted to a higher class.

IOWA.—The teachers of the state are determined to have a normal school. At the last meeting a committee of one from each congressional district was appointed to keep the question before the people and the legislature. Prof. S. J. Buck, of Grinnell, is President-elect of the State Association.

OHIO.—At the last meeting of the Ohio Superintendents' Association a proposition to divide the common schools into three departments—High, Intermediate, and Primary Schools,—and number the grades below the High School from one to eight, one being the highest, was rejected. So, also, was one to divide the schools into High and Primary Schools. It was finally voted to divide the schools below the High School into eight grades, designating them by letters, A, B, C, etc.; A denoting the highest grade.

NEW YORK.—This state has six normal schools in operation, situated as follows: Albany, Oswego, Potsdam, Cortland Village, Brockport, and Fredonia. Two others are soon to open—one at Geneseo, and one at Buffalo. The larger part of these institutions have been organized only a year or two, but have grown to quite large numbers already. The one at Cortland Village is an illustration of the rest. This school had during the first term 57 pupils; second, 135; third, 175; and its present number is 230.

VIRGINIA.—The authorities are organizing and, as fast as possible, putting into operation the school system of the state. Governor Walker says that within twelve months from the establishment of the new state government the system will be in successful operation in every county in the state, and that in another year every child will be furnished with the privilege of a common-school education. The text-books for the public schools are prescribed by the board of education.

INDIANA.—The reports of the various county examiners, made to the Superintendent of Public Instruction, show the following statistics: Number of white children enrolled—males, 316,350; females, 293,541; total, 611,899. Colored children enrolled—males, 3,772; females, 3,718; total, 7,500. Grand total, 619,399. Total amount of school revenue, \$3,500,670.56. Amount expended for tuition, \$810,866.53; amount of special school revenue, \$1,848,685.15; amount expended, \$1,155,883.30. Number of school-houses, 8,827. Total value of school property, \$7,282,639.30.

WASHINGTON, D.C.—The authorities of Washington are moving to petition the general government to aid them in carrying on their schools by an appropriation from the public funds. They state that 34 per cent. of the white children in their public schools are the children of government clerks, of whom 75 per cent. vote and pay taxes in various parts of the country outside the city.

NOTICES OF BOOKS AND PERIODICALS.

(¹) THE book is neatly bound, and its typographical appearance is creditable to the publishers. 110 pages are devoted to principles and paradigms. The remainder of the book contains a few short exercises to be translated into English, fables, anecdotes, four pages of extracts from Xenophon's *Anabasis* and *Cyropædia*, notes, and a vocabulary. It will be noticed that no examples for translation from Greek into English or English into Greek are given in connection with the paradigms, the author believing that the pupil should memorize the principles and forms so far as they are given in this book, before he should attempt to translate Greek.

D.

(²) GREEK PRAXIS. By J. A. Spencer. S.T.D. Ivison, Blakeman, Taylor & Co., New York.

(⁶⁵) PHYSICAL GEOGRAPHY may be considered the basis of all real geographical science. The physical features of the earth have determined the nature and extent of man's operations upon it, and even the character of man himself. His relations to the earth are so intimate that a careful study of its features is one of the most interesting and most profitable subjects for his investigation. It may be said that many of the most important achievements of civilization have been made possible or largely influenced by discoveries in this science. Deep-sea soundings discovered the elevated plateau on which the ocean telegraph cable rests; regular currents in the winds and waters are made available to commerce, and the system of barometric reports recently inaugurated by government will give warning of the approach of storms, and opportunity to avoid loss of life and property. The study of Physical Geography as a distinct branch in our schools is of comparatively recent date. Text-books treating of the subject are not numerous. The one before us is the latest and, by reason of its careful preparation, is among the best. The maps by the celebrated geographer Von Steinwehr, illustrating the ocean currents, distribution of rain, animal, vegetable and mineral productions, are very numerous, and materially assist in the study of the subject. The text impresses its lessons upon the mind by presenting striking characteristic facts, and is finely illustrated. The physical geography of the United States receives special attention in a chapter by itself.

(⁶⁶) THE *Independent Second Reader* has been received. Its author has long been known to teachers by the National Series of Readers, published by the same house. The improvement of this book over the corresponding one of the previous series is very perceptible. The mechanical style of composition of the previous one has been obviated, while the excellent plan for elocutionary drill has been retained. The pieces for practice are written in a pleasing style and are regularly progressive.

(⁶⁷) WHOEVER is looking for a brief compend of the lives of prominent English and American authors for use in class instruction will find in the *Smaller History of English and American Literature* just the object of his search. It is a neatly-executed 12mo book of 374 pages, and contains notices of the lives and labors of prominent writers in our language. It is an abridgment of Shaw's *Manual of English Literature*, and is intended as a companion volume to *Choice Specimens of English Literature* by the same authors.

(⁶⁸) GEORGE B. LOOMIS, of Indianapolis, has written, and Ivison, Blakeman, Taylor & Co. have published, a series of *First Steps in Music* for use in schools by children from the lowest grade upward. Can children learn to sing? is a question upon which all are agreed. Can teachers not themselves singers teach children to sing? is one on which there is much doubt, but one which has been amply demonstrated affirmatively very many times. Not a few such teachers, by following a method such as is marked out in these little books, have, much to their own and others' surprise, found themselves succeeding admirably.

THE PHONIC ADVOCATE, a magazine devoted to art, science, literature, and the spelling and writing reform, commenced its second volume in October last. It is a sixteen-page octavo journal, published quarterly by S. L. Marrow, Indianapolis, for 30 cents a year.

OUR DUMB ANIMALS is a monthly devoted to a noble cause. It is published by the Massachusetts Society for the Prevention of Cruelty to Animals. How much of compassion for the brute creation teachers may create in the minds of their pupils is a matter too little thought of. There is no doubt that their influence in this direction is great, and that it should be exerted. In this paper are many items which they may use with good effect with their pupils. Direct 46 Washington St., Boston, inclosing \$1.

JUVENILE LITERATURE.—The formation of the literary tastes and moral habits of the young should command the earnest attention of every teacher. It is true that at an early age, perhaps earlier than most are aware, character is formed, and often through the enervating, corrupting influences of sensational reading. There

(⁶⁵) CORNELL'S PHYSICAL GEOGRAPHY. D. Appleton & Co., New York.

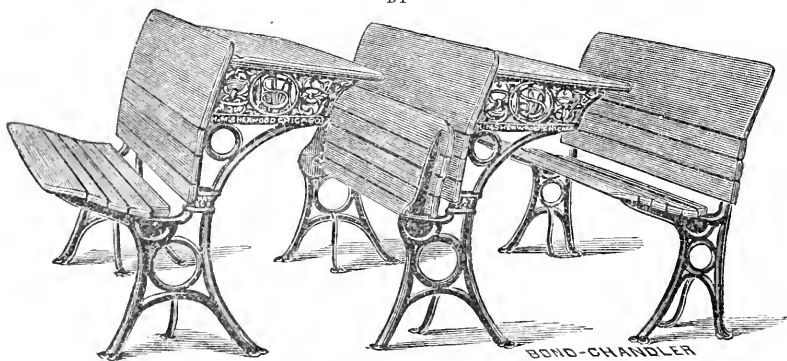
(⁶⁶) THE INDEPENDENT SECOND READER. By J. Madison Watson. A. S. Barnes & Co., New York and Chicago.

(⁶⁷) A SMALLER HISTORY OF ENGLISH AND AMERICAN LITERATURE. By Wm. Smith and Henry T. Tuckerman. Sheldon & Company, New York.

are a few publications prepared for the express purpose of furnishing natural and healthy food for the mental appetites of the young. They are in charge of men who love the children and who aim not only to amuse and instruct them, but also to help them to become noble men and women. Now that our readers are some of them laying their plans for their younger friends for another year, we gladly call their attention to a few of these periodicals. A year's subscription to any one of them would be a better holiday gift than any amount of confectionery, or a toy which may be speedily destroyed....For children under ten years of age *The Nursery* is without a peer. Its simple, childlike stories, printed in clear, large type, are of themselves attractive, while the numerous illustrations are really admirable, so apt and so natural. It seems as if the artist, while maturing in years, has forgotten to grow old in spirit, and has taken his pencil to give expression to a child's fancies for the benefit of his younger brothers and sisters. Published by J. L. Shorey, Boston, at \$1.50....To call attention to *The Little Corporal* would be like introducing one to an old friend. The War of the Rebellion, during which the little fellow received his commission, has ceased; but the battle against wrong has not yet been entirely won, and he still fights on for the suppression of the wrong and for the triumph of the right. Published by Sewell & Miller, Chicago. \$1.50....*The Little Chief* is of the same family as the Little Corporal. It is edited by A. C. Shortridge, the excellent Superintendent of Schools in Indianapolis, and a fast friend of children. We can imagine the Little Chief to be his model boy, who, by his honest words and noble acts, wins to himself the love of his companions and leads them on the upward path whose summit is crowned with a noble life. Published at Indianapolis, by Shortridge and Button. 75 cents a year....*Merry's Museum* is the pioneer of magazines for the young, and is filled with wholesome material for instruction and amusement. Published in Boston, for \$1.50 a year, by H. B. Fuller.

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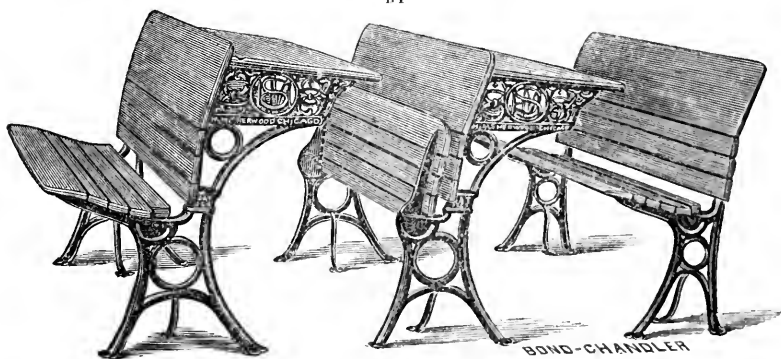
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
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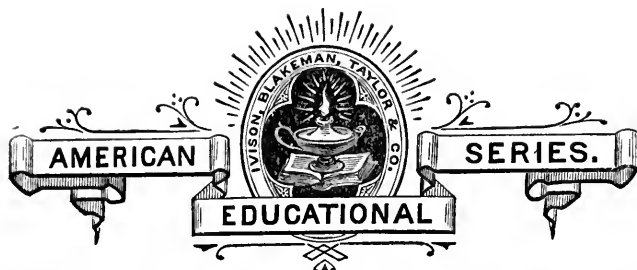
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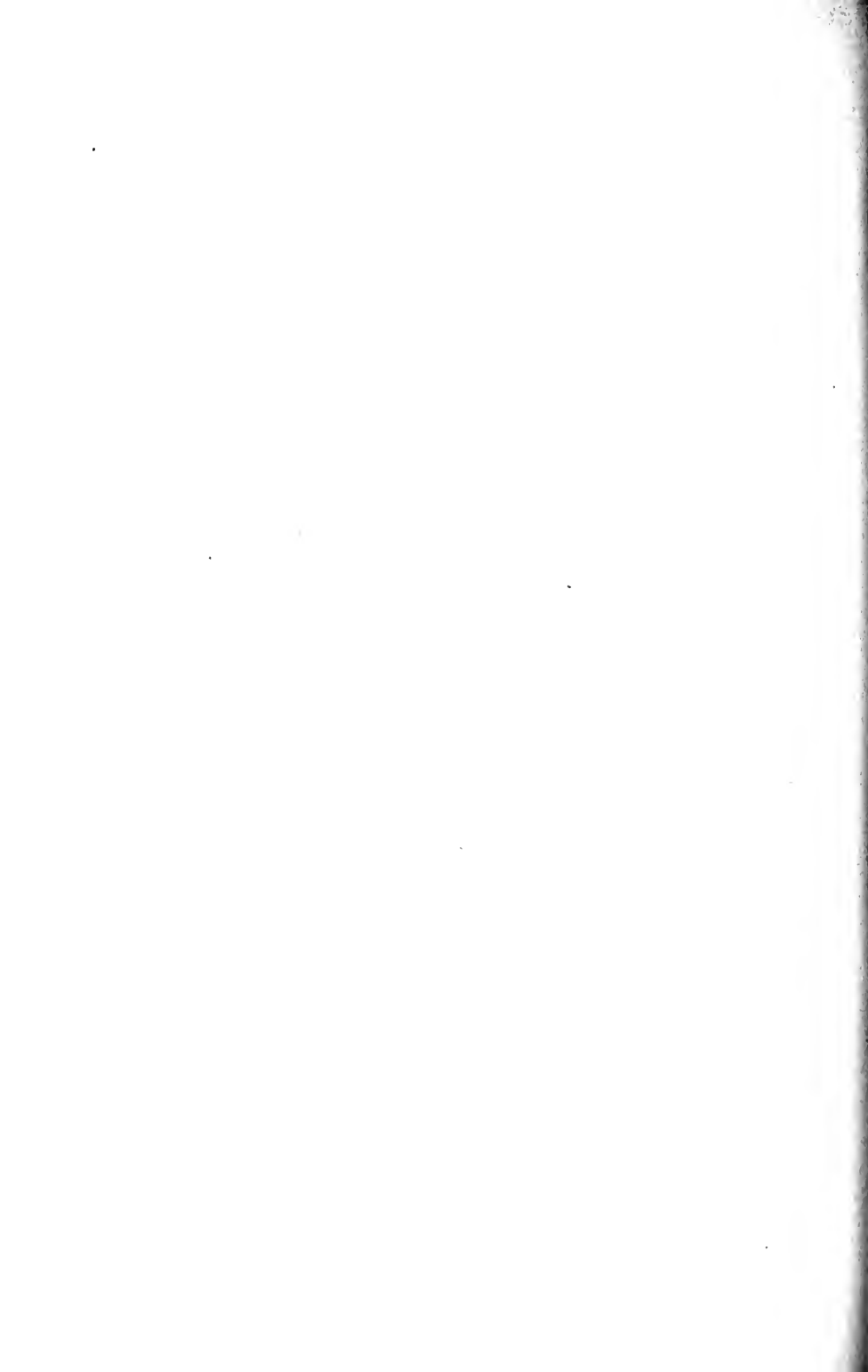
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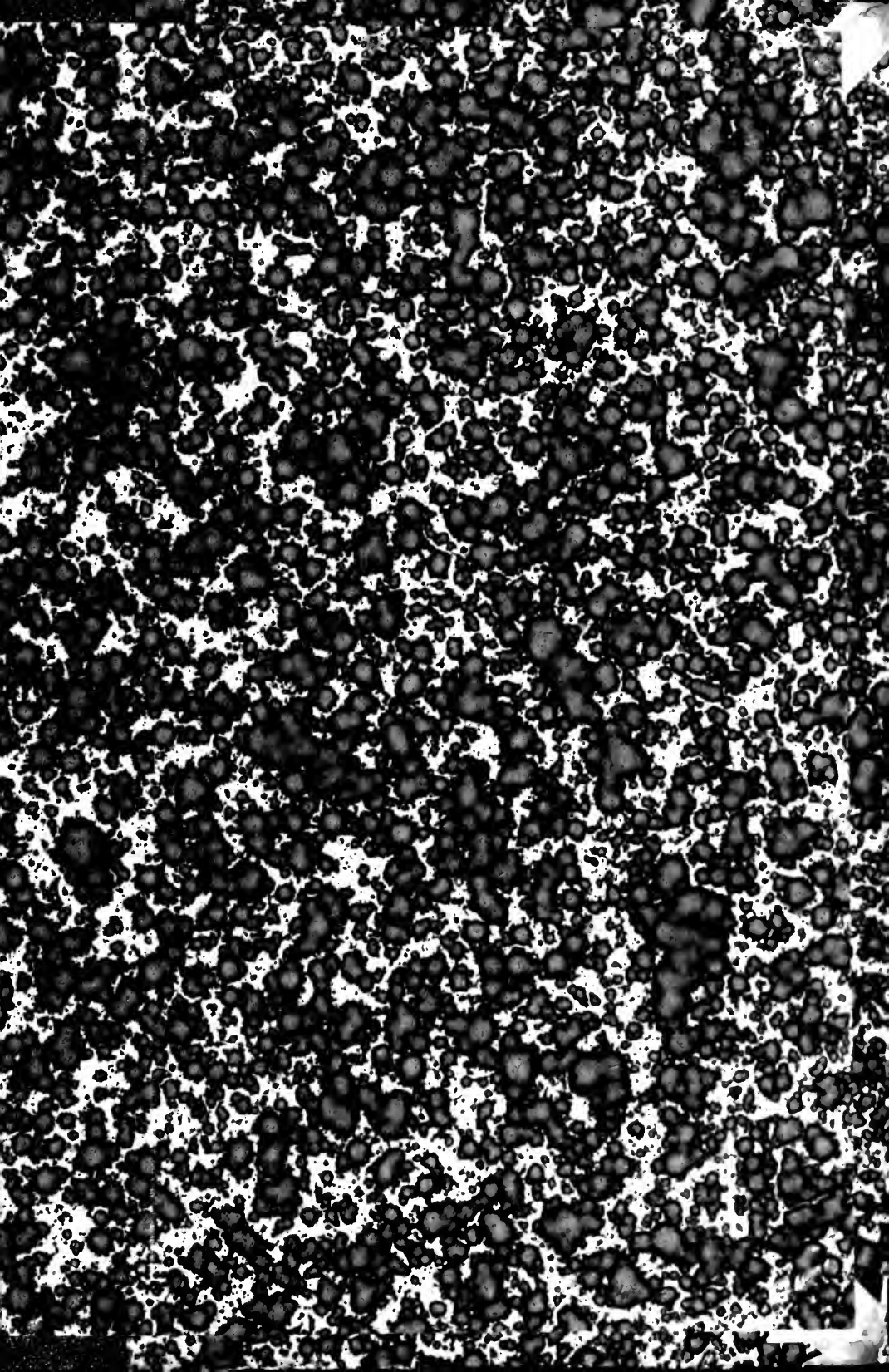
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